DOCUMENT RESUME

ED 239 112 CE 038 044

TITLE	Child Care Services Curriculum Guide.
INSTITUTION	Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.
SPONS AGENCY	Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE	[81]
NOTE	236p.
AVAILABLE FROM	Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Bookkeeping; *Child Caregivers; *Child Care Occupations; *Child Development; Classroom Techniques; Competence; Competency Based Education; *Day Care; *Day Care Centers; Discipline; Employment Potential; Facility Requirements; Food Service; Health Conditions; Job Skills; Learning Activities; Material Development; *Occupational Home Economics; Program Development; Program Implementation; Recordkeeping; Resources; Safety; Secondary Education; State Curriculum Guides
IDENTIFIERS	Michigan

ABSTRACT

This curriculum guide deals with implementing a course in managing or working in a child care service. Included among the areas addressed in the course are using resources and requirements, using growth and development activities, using discipline and guidance, organizing activities and programs, using health and safety procedures, providing food service activities, performing clerical duties, using licensed home operator practices, and using employability skills. The guide consists of an introduction; a task listing; a list of tools and equipment; a bibliography; a sample student achievement record; and 116 task sheets, each of which includes duty and task statements, achievement indicators, evaluation criteria, a list of tools and equipment, a list of resources, suggested student activities, and a teaching outline. (MN)

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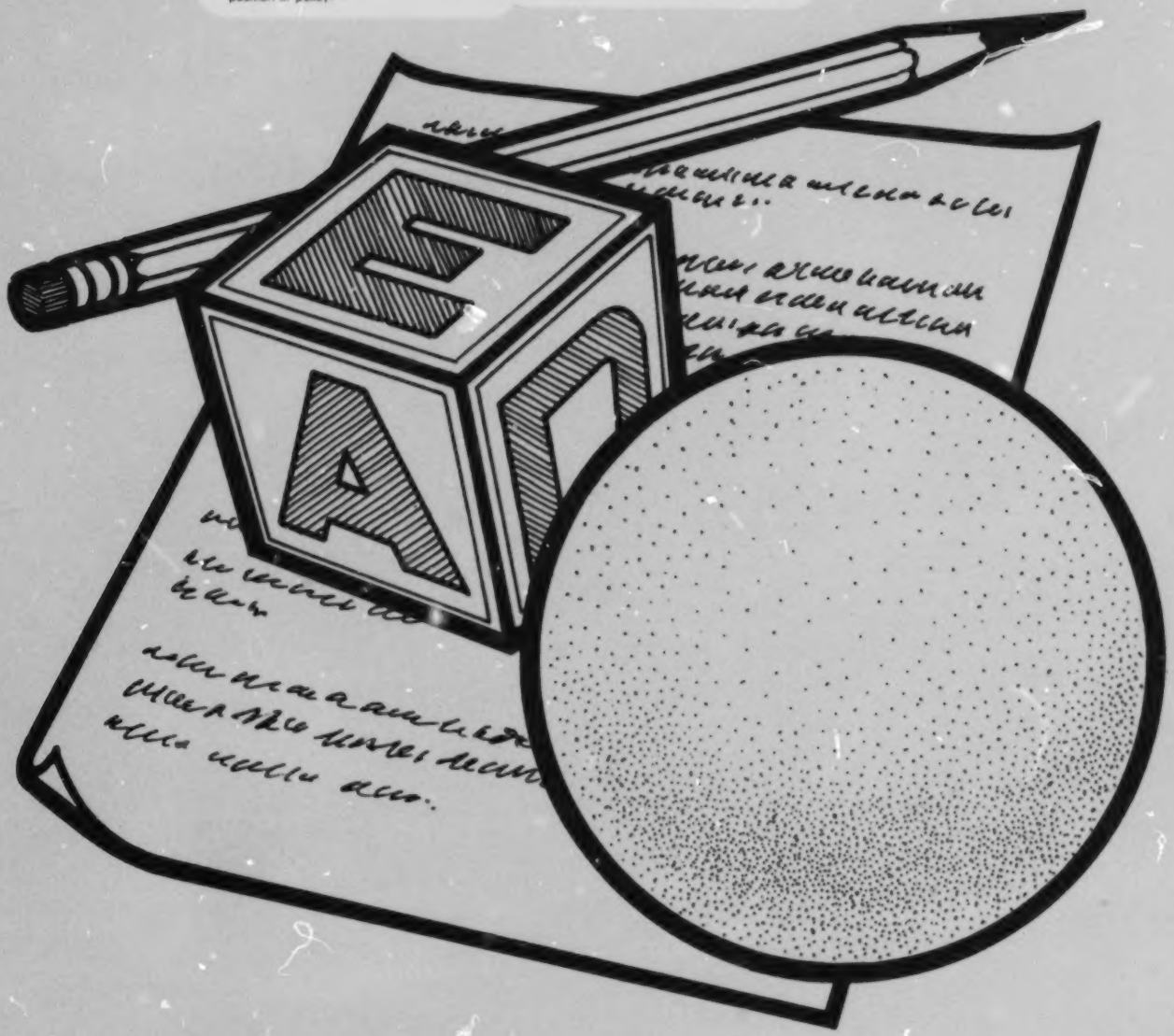

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Child Care Services Curriculum Guide

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INTRODUCTION

This curriculum was developed through a grant awarded to the Agriculture and Natural Resources Education Institute (ANREI), College of Agriculture and Natural Resources, Michigan State University by the Vocational-Technical Education Service of the Michigan Department of Education (V-TES/MDE). While development of the curriculum was the responsibility of ANREI, every attempt was made to involve people representing education and industry. The final curriculum is representative of the tasks health care workers perform on the job.

The credit for this curriculum belongs to (1) the V-TES/MDE consultant responsible for the respective program area; (2) a task force leader hired to do the major writing; (3) a task force of individuals from business, industry, and education who reviewed task statements, achievement indicators, and criteria statements; (4) a task force of individuals from education who wrote additional curriculum materials and pilot tested a sampling of completed curriculum; and (5) the project coordinator from ANREI. The names of these people are identified after this introduction.

The following describes the role of each of those credited above in developing the curriculum.

1. The V-TES/MDE curriculum consultant provided overall guidance for the project. This responsibility included nominating the task force leader, the task force members and working with ANREI staff to determine the direction for the final curriculum.

2. The task force leader was responsible for all the writing activities. This person drew upon their professional expertise and other resources to develop the curriculum.

3. Two task forces composed of representatives of education, business and industry, assisted in writing, reviewing and pilot testing of the curriculum and suggested appropriate changes. The final curriculum is the result of the close cooperation between the task force leader and the members of the task force. The curriculum represents as accurately as possible the activities of health care workers on their jobs in the world of work.

4. The project coordinator in ANREI was responsible for developing the format of the curriculum, working with the task force leaders to ensure the quality of the curriculum, as well as that the final curriculum was produced on schedule. The work of the project coordinator was made considerably easier because of the close collaboration of the V-TES/MDE curriculum consultants. This whole effort was a partnership and could not have been completed without this arrangement.

Finally, the secretaries and other support staff who typed and proofread the final product are always neglected. Without their assistance this effort would never have been completed.

It is intended by all those involved in the development of this curriculum that it always be used to provide relevant training for entry to the world of work. It is hoped that this curriculum is used to that end.

The following people developed this curriculum:

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CHILD CARE SERVICES
DUTY AND TASK LISTING

A. USING RESOURCES AND REQUIREMENTS

1. Identify child care careers using the Michigan Occupational Information System (MOIS), the Dictionary of Occupational Titles (DOT), and other resources to select a career.

2. Identify rules and regulations using the Department of Social Services' rules and regulations to observe in a child care setting.

3. Identify resources using the community to assist in any area in the child's development that is needed.

4. Identify requirements using Department of Social Services' guidelines to function as a foster parent.

5. Identify characteristics of exceptional people using a variety of resources on exceptional people to understand capabilities of the handicapped.

B. USING GROWTH AND DEVELOPMENT ACTIVITIES

1. Identify factors using a variety of resources to understand genetic and environmental impacts on prenatal development.

2. Identify the needs of an infant using a variety of growth development resources to develop activities to do with an infant to meet those needs.

3. Plan activities using identified needs of infants to organize materials.

4. Present activities using a developed plan to enhance the total development of infants.

5. Organize facilities using a knowledge of growth, development, and facilities to provide a safe and appropriate environment for infants.

6. Identify the needs of a toddler using a variety of growth and development resources to develop activities to do with a toddler to meet those needs.

7. Plan activities using identified needs of toddlers to organize materials.

8. Present activities using a developed plan to enhance the total development of toddlers.

9. Organize the facility using a knowledge of growth and development and facilities to provide a safe and appropriate environment for toddlers.

10. Identify the needs of a preschooler using a variety of growth and development resources to develop activities to do with a preschooler to meet those needs.

B. USING GROWTH AND DEVELOPMENT ACTIVITIES (con't)

11. Plan activities using identified needs of a preschooler to organize materials.

12. Present activities using a developed plan to enhance the total development of a preschooler.

13. Organize the facilities using a knowledge of growth and development and facilities to provide a safe and appropriate environment for preschoolers.

14. Identify the needs of school age children using a variety of growth and development resources to develop activities to do with a school age child.

15. Plan activities using identified needs of school age children to organize materials.

16. Present activities using a developed plan to enhance the total development of school age children.

17. Organize the facility using a knowledge of growth and development and facilities to provide a safe and appropriate environment for school age children.

C. USING DISCIPLINE AND GUIDANCE

1. Demonstrate appropriate communication using communication skills to facilitate positive working relationships with co-workers and children.

2. Identify inappropriate behavior using a knowledge of child development to implement limits with children.

3. Direct behavior using positive methods of discipline to enhance children's self-control, self-esteem, self-direction, and cooperation.

4. Implement limits using a knowledge of child development to aid children at eacn age in learning appropriate and inappropriate behavior.

5. Demonstrate TLC (Tender Loving Care) using children in facilities to develop positive interpersonal relationships with children.

D. ORGANIZING ACTIVITIES & PROGRAMS

1. Plan activities using a lesson plan model and resources to organize materials and steps of activities.

2. Prepare activities using available resources to implement a developed plan for activities.

3. Present activities using prepared lesson plans and materials to teach a variety of skills.

4. Plan a full day's schedule using a knowledge of child development and the facilities time frame to implement in a child care setting.

D. ORGANIZING ACTIVITIES & PROGRAMS (con't)

5. Plan a bulletin board using a variety of resources and a knowledge of child development to organize materials.

6. Prepare a bulletin board using a variety of resources to produce a bulletin board display.

7. Display a bulletin board using a developed plan and a variety of materials to teach children a variety of skills.

8. Plan language activities using a variety of methods, resources, and a knowledge of child development to organize materials and steps of the activity.

9. Prepare language activities using a variety of resources to implement the plan for language activities.

10. Present language activities using a prepared plan to enhance the communication skills of children.

11. Plan imaginative play activities using a variety of resources and a knowledge of child development to organize materials and steps of the activities.

12. Prepare imaginative play activities using a variety of materials to implement a developed plan for imaginative play activities.

13. Present imaginative play activities using a prepared plan to motivate children to learn about their world.

14. Plan pre-reading activities using a variety of resources and a knowledge of child development to organize materials and steps of the activities.

15. Prepare pre-reading activities using available resources to implement a developed plan for pre-reading activities.

16. Present pre-reading activities using a prepared plan to motivate children to read and learn.

17. Plan creative activities using a variety of resources and a knowledge of child development to organize materials and steps of the activities.

18. Prepare creative activities using available resources to implement a developed plan for creative activities.

19. Present creative activities using prepared materials and a plan to assist children in expressing themselves.

20. Plan problem solving activities using a variety of methods, resources, and a knowledge of child development to organize materials and steps of activities.

D. ORGANIZING ACTIVITIES & PROGRAMS (con't)

21. Prepare problem solving activities using a variety of resources to implement the plan for problem solving activities.

22. Present problem solving activities using a prepared plan to teach children how to make decisions.

23. Plan positive self-image activities using a variety of methods, resources, and a knowledge of child development to organize materials and steps of the activity.

24. Prepare positive self-image activities using a variety of resources to implement a plan for positive self-image activities.

25. Present positive self-image activities using a prepared plan to enhance children's awareness of themselves.

26. Plan sensory activities using a variety of resources and a knowledge of child development to organize the materials and steps of the activity.

27. Prepare sensory activities using a variety of resources to implement a prepared plan for sensory activities.

28. Present sensory activities using a prepared plan to assist children in being aware of the world around them through their senses.

29. Plan motor coordination activities using a variety of resources and a knowledge of child development to organize materials and steps of the activity.

30. Prepare motor coordination activities using a variety of resources to implement a prepared plan for motor coordination activities.

31. Present motor coordination activities using a prepared plan to assist children in their total physical development.

32. Plan cognitive activities using a variety of resources and a knowledge of child development to organize the materials and steps of the activity.

33. Prepare cognitive activities using a variety of resources to implement a prepared plan for cognitive activities.

34. Present cognitive activities using a prepared plan to teach children basic skills they need.

35. Plan self-help activities using a variety of resources and a knowledge of child development to organize materials and steps of the activity.

36. Prepare self-help activities using a variety of resources to implement a prepared plan for self-help activities.

37. Present self-help activities using a prepared plan to teach children skills to be independent.

D. ORGANIZING ACTIVITIES & PROGRAMS (con't)

38. Plan musical activities using a variety of resources and a knowledge of child development to organize materials and steps of the activity.

39. Prepare musical activities using a variety of resources to implement a prepared plan for musical activities.

40. Present musical activities using a prepared plan to motivate children to express themselves.

41. Plan science activities using a variety of resources and a knowledge of child development to organize the materials and steps of the activity.

42. Prepare science activities using a variety of resources to implement a prepared plan for science activities.

43. Present science activities using a prepared plan to assist children in learning about the world around them.

44. Plan non-sexist activities using a variety of resources and a knowledge of child development to organize materials and steps of the activity.

45. Prepare non-sexist activities using a variety of resources to implement a prepared plan for non-sexist activities.

46. Present non-sexist activities using a developed plan to assist children in being aware of their human potential.

47. Plan a field trip using available community resources and a knowledge of child development to prepare the steps of the trip.

48. Arrange a field trip using available community resources to implement a prepared plan for a field trip.

49. Implement a field trip using a prepared plan to enhance children's awareness of their community.

E. USING HEALTH AND SAFETY PROCEDURES

1. Identify safety hazards using the environment and a knowledge of child development to correct the hazards.

2. Correct safety hazards using areas identified and available resources to maintain a safe environment for children.

3. Identify causes and effects using available resources to understand child abuse and neglect.

4. Identify procedures using available resources from Protective Services to report suspected child abuse.

5. Identify symptons of common illnesses using observation techniques and stated guidelines from the Health Department to determine appropriate action.

E. USING HEALTH AND SAFETY PROCEDURES (con't)

6. Utilize procedures using available resources to care for children with common illnesses.

7. Identify basic first aid procedures using Basic First Aid training to care for an injured person.

8. Conduct emergency drills using a knowledge of facility procedures to direct children to safety.

9. Clean facilities using appropriate equipment and materials to keep area clean.

10. Identify procedures using appropriate resources to assist in toilet training a child.

F. PROVIDING FOOD SERVICE ACTIVITIES

1. Plan foods using a knowledge of nutrition to enhance a child's well-being.

2. Implement eating time using a prepared meal and a knowledge of child development to assist children in becoming independent.

G. PERFORMING CLERICAL ACTIVITIES

1. Demonstrate proper telephone etiquette using a facility telephone to assist a caller.

2. Take messages using pen and paper to process information for employer and/or employees.

H. USING LICENSED HOME OPERATOR PROCEDURES

1. Identify requirements using Department of Social Services resources to function as a licensed home operator.

2. Complete forms using forms designated by the Department of Social Services to apply for a license to be a licensed home operator.

3. Gathered information using parents or guardians to complete all forms required concerning children to be a licensed home operator.

4. Identify bookkeeping system using various bookkeeping resources to maintain records as a licensed home operator.

5. Implement bookkeeping system using one previously developed to maintain records of all income as a licensed home operator.

6. Identify types of insurances using a variety of resources to operate a licensed home.

I. USING EMPLOYABILITY SKILLS

1. Investigate employment information using sources of employment information to identify employment opportunities.

2. Identify job requirements using health, physical, legal, educational, and other occupational information to determine the requirements of an occupation.

3. Acquire wage information using available resources to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.

4. Identify significant non-wage job characteristics using available resources to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment and other significant job factors.

5. Explore employment opportunities using available resources to describe local, regional, and national employment opportunities for an occupation.

6. Analyze career ladder using available resources to describe job progression in an occupation.

7. Identify personal criteria with information about available alternatives using a decision-making situation and procedures and skills in decision-making to choose a job, further training or other alternatives.

8. Prepare a resume using personal information to apply for a job according to a situation where a job application is necessary.

9. Write a letter of application using personal notes to apply/inquire about a job.

10. Complete a job application using personal notes to apply for a job.

11. Demonstrate appropriate dress using a knowledge of job requirements to comply with standards of on-the-job dress and grooming.

12. Complete a job interview using communication and interpersonal skills to become employed.

13. Describe personal criteria using references to identify acceptable job offers.

14. Demonstrate interpersonal skills to achieve successful relationships with others.

15. Identify source of continuing education for an occupation using available resources to identify career ladder alternatives.

16. Describe job termination procedures using a knowledge of the occupational area to leave a particular job.

DUTY: Using Resources and Requirements

DUTY No. A

TASK No. 1

TASK:
Identify child care careers using the Michigan Occupational Information System (MOIS), the Dictionary of Occupational Titles (DOT), and other resources to select a career.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed personal job values -	____	____
2. Listed jobs in the child care field -	____	____
3. Described five jobs in the child care field -	____	____
4. Listed three physical, three intellectual and three emotional requirements for each of the five jobs -	____	____
5. Listed personal values that are met with each of the five jobs in the child care career identified -	____	____
6. Totaled number of personal values met with each job -	____	____
7. Stated job which met most personal values -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

-MOIS Inventory
-DOT
-Filmstrips - "Careers In Child Care" and "Youth Guidance"

DUTY/TASK NUMBER A1

Student Learning Activities	Teacher Activities
Exercise Have students complete MOIS Inventory. Have students gather information about 5 child care jobs using the resources demonstrated by the teacher. List 3 physical, 3 intellectual, and 3 emotional requirements for each job. Have students list their job values and identify which of those values are met with each of the 5 child care jobs they explored.	Review Have the students in small groups brainstorm all of the jobs in the child care field. Give a prize to the team with the longest list. Discussion questions: 1. What kinds of things do you think you would have to know to work with children? 2. What kinds of things do you think you would have to do to work with children? 3. Review what the students have learned previous to beginning this new task. Overview If you know a variety of child careers and their requirements then you can make a better decision about which child care job is best for you. Tell what is to be taught and why it is important. Presentation Use overhead to define kinds of job requirements and job values. Demonstrate how to use MOIS, DOT and other resources. List and demonstrate the steps (i.e., achievement indicators) of deciding on a child care career. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Using Resources and Requirements

DUTY No. A

TASK No. 2

TASK: Identify rules and regulations using the Department of Social Services' rules and regulations to observe in a child care setting.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed qualifications for all levels of staff -	___	___
2. Listed ratio of teacher to student for each age group -	___	___
3. Listed regulations for discipline -	___	___
4. Listed regulations for the program -	___	___
5. Listed regulations for equipment -	___	___
6. Listed regulations for sleeping equipment -	___	___
7. Listed regulations for food service -	___	___
8. Listed regulations for information records and reports on children -	___	___
9. Listed regulations for health reports on all personnel -	___	___
10. Listed regulations for emergency medical care -	___	___
11. Listed regulations for immunizations -	___	___
12. Listed regulations for medication -	___	___
13. Listed regulations for admission and withdrawal schedule of operation and fees -	___	___
14. Listed regulations for indoor space -	___	___
15. Listed regulations for outdoor space -	___	___
16. Listed regulations for centers servicing children two weeks to two and one-half years old -	___	___
17. Listed regulations for centers servicing children six years old and older -	___	___
18. Listed applicable regulations for sanitation -	___	___

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Services' rules and regulations for child care centers.

TOOLS AND EQUIPMENT:

RESOURCES:

- Department of Social Services - Rules and Regulations for Child Care Centers PA 116

DUTY/TASK NUMBER A2

Student Learning Activities	Teacher Activities
Exercise For all of these have checksheet already typed up: - Have students evaluate their lab nursery to see if it meets all of the regulations. - Have students evaluate a center caring for infants to see if they meet the rules. - Have students evaluate a center caring for 6-12 year olds to see if they meet the rules. - Have students evaluate a half day nursery to see if they meet the rules.	Review Could use a pre-test. Ask the following questions: 1. Did you know child care centers had to have a license? 2. What kinds of things do you think are looked at by the licensee? 3. What things would you look for if you were looking for a center for your child? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know the rules and regulations for child care centers then you will be able to implement them so that a center will get be able to keep its license. Presentation Have rules and regulations on overhead. Discuss them and use props to show what the rules mean. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Using Resources and Requirements	**DUTY No.** A
	TASK No. 3

TASK:
Identify resources using the community to assist in any area in the child's development that is needed.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Identified sources of information -	____	____
2. Listed all agencies and services available in the community -	____	____
3. Listed all agencies and services:		
a. Addresses -	____	____
b. Telephone Numbers -	____	____
c. Contact People -	____	____
d. Types of resources available -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
	-Information and Referral Services in your community -Telphone book

DUTY/TASK NUMBER A3

Student Learning Activities	Teacher Activities
Exercise Students complete list of agencies by getting: - address - phone number - contact people - type of resources available for each agency using available resources. Interview one agency and its contact person. Report back to the class what you learned about that agency. Give the students a list of problems they may encounter with children and have them identify the agency that could assist them.	Review Could use a pre-test. Ask the following questions: 1. If you were working with a child that seemed to have a hearing problem who would you contact? 2. Name some agencies that could assist you with various problems with children. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and what is important. If you know the various resources available in your community then you will be better able to care for the children you work for. Presentation As a group using a variety of resources, list the agencies and the service they provide for your area. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Using Resources and Requirements	**DUTY No.** A
	TASK No. 4

TASK: Identify requirements using Department of Social Services guidelines to function as a foster parent.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed procedures to apply to be a Foster Parent -	____	____
2. Listed all guidelines to be a Foster Parent -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Service's guidelines.

TOOLS AND EQUIPMENT:	**RESOURCES:**
	-Department of Social Services - Child Care Center Rules and Regulations - PA 116

DUTY/TASK NUMBER A4

Student Learning Activities	Teacher Activities
Exercise Interview a foster parent. Discuss with him/her how they became interested in being a foster parent, the steps they went through to become a foster parent, the pros and cons of being a foster parent, etc. Role play applying for a foster care license.	Review Could use pre-test. As the following questions: 1. Identify what you would do if you wanted to get a license to be a foster parent. 2. Do you feel there is a need for foster parents? 3. What do you think a licensee looks for when evaluating a couple to be foster parents? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know the requirements to be a foster parent then you will know what is expected of you so that you can operate a quality foster care home. Presentation Guest speakers who license for Foster Care can come in and discuss rules. Students would receive a handbook on the rules and regulations for foster care. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Using Resources and Requirements	DUTY No. A
	TASK No. 5

TASK:
Identify characteristics of exceptional people using a variety of resources on exceptional people to understand capabilities of the handicapped.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Listed characteristics of physically and other health impaired people -	____	____
2. Listed the types of mental impairments -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:
	-Adams, Barbara - " Like It Is. Facts and Feelings About Handicaps From Kids Who Know" -Bleck, Nagel - Physically Handicapped Children A Medical Atlas -Birth Defects: The Tragedy and the Hope, White Plains, N.Y. The National Foundation of March of Dimes, 1976

DUTY/TASK NUMBER A5

Student Learning Activities	Teacher Activities
Exercise Field trip to a center for exceptional people. Have an observation form for students to complete. Have a student spend a day or two at a center for exceptional people and complete an interview form. After completing training to work with exceptional people go out on on-the-job-training. While out identify one child you are working with to explore his/her handicap. Interview a parent of an exceptional person using prepared form and/or teacher. Interview an exceptional person using prepared form. (Could have 3-5 exceptional adults in to talk to the class.) Read about exceptional children and summarize what was read.	Review Could use pre-test. Introduction game -- Give each student a handicap and discuss their frustrations. Ask the following questions: 1. Do you know anyone with a handicap? If so what kind of a handicap is it? 2. How do you feel if you see or meet a person with a handicap? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know the characteristics of exceptional people then you will be better able to work with them. Presentation Have a guest speaker in who is knowledgeable of the various handicaps. Use overhead to list handicaps and their characteristics. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 1

TASK: Identify factors using a variety of resources to understand genetic and environmental impacts on prenatal development.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Identified genetic impact -	____	____
2. Assessed the impact of environmental influences -	____	____
3. Identified environmental factors -	____	____
4. Assessed the impact of genetic influences -	____	____
5. Identified the process of fertilization -	____	____
6. Identified triads development (trimester) -	____	____
7. Identified birth processes -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed sucessfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
	-Birth Atlas

DUTY/TASK NUMBER B1

Student Learning Activities	Teacher Activities
Exercise Have students complete a crossword puzzle on prenatal development. Have students read about prenatal development and summarize what they read.	Review Could use pre-test. Ask the following questions: 1. Do you feel it is important to know about prenatal development? Why or why not? 2. Do you know what the fetus looks like at each month? 3. Define embryo and fetus? Overview Tell what is to be taught and why it is important. If you know the factors of prenatal development then you will know the important it makes on the total development of a child. Presentation Use overheads and birth atlas to discuss prenatal developmental. Have guest speaker in who teaches the Lamaze classes in your community. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Growth and Development Activities

DUTY No. B

TASK No. 2

TASK:
Identify the needs of an infant using a variety of growth development resources to develop activities to do with an infant to meet those needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Stated age of infant -	____	____
2. Listed five physical needs of an infant at newborn, three months, six months, nine months, and twelve months -	____	____
3. Listed five intellectual needs of an infant at newborn, three months, six months, nine months, and twelve months -	____	____
4. Listed five emotional needs of an infant at newborn, three months, six months, nine months, and twelve months -	____	____
5. Listed five social needs of an infant at newborn, three months, six months, nine months, and twelve months -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
-Infant toys
-DuKane Filmstrip Projector

RESOURCES:
-Filmstrip - Parents Magazine "How An Average Child Behaves From Birth to Age 5"
-Draper and Draper - Caring For Children
-Koch, Dr. Jaroslav - Total Baby Development
-Lewis & Sparling - Learning Games the First
-Pushaw - Teach Your Child to Talk
-Aaronson & Rosenfield - Baby & Other Teachers
-Levy - The Baby Exercise Book
-Puzzo, Peggy - How Babies Learn To Talk

DUTY/TASK NUMBER | B2

Student Learning Activities	Teacher Activities
Exercise Bring in infants of various ages and have students evaluate their development using a prepared checksheet. Observe an infant and an adult. Record your observation. Collect pictures of infants and display in some way. Write a daily schedule for 2 infants. Read articles and books on infants and summarize what you read. Make a scrapbook on infants with all of the above information in it.	Review Could use pre-test. Answer the following questions: 1. What can an infant do? 2. What is the age of an infant? 3. Have you ever cared for an infant? If so how old was the child and what things did you have to do for him/her? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know the needs of infants then you will be able to plan activities that meet those needs. Presentation Show filmstrip "How An Average Child Behaves From Birth to Age 5". On an overhead list physical, intellectual, emotional and social development of infants at the different ages. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 3

TASK:
Plan activities using identified needs of infants to organize materials.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected an activity to work on the physical, intellectual, emotional or social needs according to the age of the infant -	____	____
2. Listed materials needed -	____	____
3. Listed need of the infant -	____	____
4. Described method used to present activity to the infant -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
Use materials from - -Creative Activities -Motor Co-ordination -Language -Cognitive	

DUTY/TASK NUMBER B3

Student Learning Activities	Teacher Activities
Exercise Using a variety of resources list 10 activities to do with infants & identify what area of development it is working on. Make 2 activities to do with an infant.	Review Could use a pre-test. Ask the following questions. 1. Do you feel it is important to plan activities that you would do with infants? Why or why not? 2. What kinds of activities do you do with infants? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan activities for infants then you will have a variety of activities to do with infants. Presentation On an overhead or chart list activities you can do with infants and what area of development on which you are working. List the steps of planning an activity to do with infants (i.e. achievement indicators) Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: -how it fits into the total job description -how it fits with other job tasks or skills -how it can be transferred to other skills or products

DUTY: Using Growth and Development Activities	DUTY No. B
	TASK No. 4

TASK: Present activities using a developed plan to enhance the total development of infants.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained the infant's attention -	____	____
2. Guided the activity -	____	____
3. Spoke to the infant while performing activity -	____	____
4. Praised the infant -	____	____
5. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY/TASK NUMBER | B4

Student Learning Activities	Teacher Activities
Exercise Present activities listed for B3 to 1 or more infants. Evaluate their success. Infants could be from the community, especially a center that cares for infants.	Review Could use pre-test. Ask the following questions. 1. Should you touch an infant when presenting an activity to them? 2. How would you present an activity to an infant? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present an activity to infants then you will be able to assist that infant with his/her total development. Presentation Demonstrate a few activities with an actual infant and discuss the value of the activity. List steps of presenting an activity on chalkboard or overhead (i.e. achievement indicators). Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Growth and Development Activities	DUTY No. B
	TASK No. 5

TASK: Organize facilities using a knowledge of growth, development, and facilities to provide a safe and appropriate environment for infants.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Described impact of environment on infant behavior -	____	____
2. Described sanitation procedures -	____	____
3. Described area specified for quiet activities -	____	____
4. Described area specified for noisy or group activities -	____	____
5. Described area specified for sleeping -	____	____
6. Described area for storing equipment supplies safely -	____	____
7. Described items placed in quiet area -	____	____
8. Described items placed in noisy area -	____	____
9. Described items placed in sleeping area -	____	____
10. Described equipment needed -	____	____
11. Evaluated plan to determine if Department of Social Services regulations were met -	____	____
12. Set up area -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Services regulations.

TOOLS AND EQUIPMENT:	RESOURCES:
	-Department of Social Services - Rules and Regulations for Child Care Centers PA 116

DUTY/TASK NUMBER B5

Student Learning Activities	Teacher Activities
Exercise Have the students make a collage of equipment appropriate for infants. Have the students make a toy that would be appropriate for an infant. Have the students visit a center that services infants and evaluate the center using a checksheet to see if it is appropriate for infants.	Review Ask the following questions - 1. What kinds of equipment should you have in a center for infants? 2. Do you feel infants should attend child care centers? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to organize a facility for infants then you will be able to provide a safe and learning environment for them. Presentation List the requirements for a child care center with infants on a chart or overhead (i.e. achievement indicators). Show a variety of appropriate activities for infants. Give students a checksheet to use to evaluate a center to see if it meets the requirements set by the Department of Social Services. Exercise Have students practice the skill they ahve learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks on skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Using Growth and Development Activities

DUTY No. B

TASK No. 6

TASK: Identify the needs of a toddler using a variety of growth and development resources to develop activities to do with a toddler to meet those needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Stated age of a toddler -	____	____
2. Listed five physical needs of a toddler -	____	____
3. Listed five intellectual needs of a toddler -	____	____
4. Listed five emotional needs of a toddler -	____	____
5. Listed five social needs of a toddler -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-DuKane Filmstrip Projector

RESOURCES:

-Caring For Children
-You & Me
-Filmstrip - Parents Magazine - "How An Average Child Behaves from Birth to Age 5"

DUTY/TASK NUMBER B6

Student Learning Activities	Teacher Activities
Exercise Bring in a group of toddlers for students to observe and interact with. Have students observe toddlers in the community interacting with adults. Record observation. Have students collect pictures of toddlers and display in some way. Read articles and books about toddlers and summarzie what was read. Write a daily schedule for 2 toddlers. Make a scrapbook on toddlers with all of the above information in it.	Review Ask the following questions - 1. What is the age of a toddler? 2. What can a toddler do? 3. Have you ever cared for a toddler? If so what kinds of things did you have to do for him/her? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know the needs of toddlers then you will be able to plan activities that meet the needs of the total toddler. Presentation Show filmstrip - "How An Average Child Behaves From Birth to Age 5". On an overhead list physical, intellectual, emotional, and social needs of a toddler. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks on skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 7

TASK: Plan activities using identified needs of toddlers to organize materials.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected an activity to aid in the physical, intellectual emotional, or social development of a toddler -	____	____
2. Listed materials needed -	____	____
3. Listed type of need of the toddler -	____	____
4. Described method of presentation of the activity to the toddler -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index Cards
-Use materials from -
 -Creative Activities
 -Motor Co-ordination
 -Self Help
 -Cognitive

RESOURCES:

-Growing Child
-Learning Games The First Three Years
-The Baby Exercise Book

DUTY/TASK NUMBER B7

Student Learning Activities	Teacher Activities
Exercise Using a variety of resources list 10 activities to do with toddlers and identify what area of development they are working on. Make 2 activities to do with a toddler. Write plan for the 2 activities listed above.	Review Ask the following questions - 1. Do you feel activities should be planned that you do with a toddler? Why or why not? 2. What kinds of activities would you do with toddlers? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan activities for a toddler then you will be able to present a variety of activities to toddlers. Presentation On an overhead or chart list activities you can do with toddlers and what area of development on which you are working. List steps of planning a presentation to a toddler (i.e. achievement indicators). Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks on skills - how it can be transferred to other skills or products

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 8

TASK:
Present activities using a developed plan to enhance the total development of toddlers.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained the toddler's attention -	____	____
2. Guided the activity -	____	____
3. Spoke to the toddler while performing activity -	____	____
4. Praised the toddler -	____	____
5. Evaluated activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index Cards
-Use materials from -
 -Creative Activities
 -Motor Co-ordination
 -Self Help
 -Cognitive

RESOURCES:

-Toddlers from the community.

DUTY/TASK NUMBER B8

Student Learning Activities	Teacher Activities
Exercise Have students present activities listed on B7 to 1 or more toddlers. Evaluate the success of the activities. Students could present activities to the toddlers brought in to observe or go to a center that cares for toddlers.	Review Demonstrate a presentation to a toddler. Ask the following questions - 1. Did you feel the teacher presented the activity in an appropriate way for toddlers? Why or why not? 2. How would you have presented the activity? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present activities to toddlers then you will be able to assist them in their total development. Presentation Demonstrate presenting activities with an actual toddler and discuss the value of the activity. List the steps of presenting an activity on an overhead or on the chalkboard (i.e. achievement indicators). Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks on skills - how it can be tramsferred to other skills or products

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 9

TASK: Organize the facility using a knowledge of growth and development and facilities to provide a safe and appropriate environment for toddlers.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Described impact of environment on toddler behavior -	____	____
2. Described sanitation procedures -	____	____
3. Described area specified for quiet activities -	____	____
4. Described area specified for noisy or group activities -	____	____
5. Described area specified for sleeping -	____	____
6. Described area for storing equipment and supplies safely -	____	____
7. Described items to be placed in quiet area -	____	____
8. Described items to be placed in noisy area -	____	____
9. Described items to be placed in sleeping area -	____	____
10. Described equipment needed -	____	____
11. Described supplies needed -	____	____
12. Evaluated plan to determine if Department of Social Services regulations were met -	____	____
13. Set up area -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Services regulations.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY/TASK NUMBER B9

Student Learning Activities	Teacher Activities
Exercise Have the students visit a child care center that services toddlers. Have them evaluate the center using a checksheet for its appropriateness for toddlers. Using equipment catelogs, have the students list all of the equipment that would be appropriate for toddlers. They could also visit a toy store. Have the students make a toy that would be appropriate for toddlers.	Review Ask the following questions - 1. What kinds of equipment should you have if you are to be servicing toddlers? 2. If you were to take our nursery and have just toddlers, how would you change it? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to organize a facility for toddlers then you will be able to provide a safe and learning environment for them. Presentation List the requirements for a child care center with toddlers on a chart or overhead (i.e. achievement indicators). Show a variety of appropriate activities for toddlers that could be used in the following area - quiet and noisy. Give students a checksheet to use to evaluate a center to see if it meets the requirements set by the Department of Social Services. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks on skills - how it can be transferred to other skills or products

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 10

TASK:
Identify the needs of a preschooler using a variety of growth and development resources to develop activities to do with a preschooler to meet those needs.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Stated the age of a preschooler -	____	____
2. Listed ten physical needs of a three-year old, a four-year old, and a five-year old -	____	____
3. Listed ten intellectual needs of a three-year old, a four-year old, and a five-year old -	____	____
4. Listed ten emotional needs of a three-year old, a four-year old, and a five-year old -	____	____
5. Listed ten social needs of a three-year old, a four-year old, and a five-year old -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
DuKane Filmstrip Projector	-Caring For Children by Draper -Filmstrip "How An Average Child Behaves From Birth To Age 5"

DUTY/TASK NUMBER B10

Student Learning Activities	Teacher Activities
Exercise Have students complete an observation form on preschoolers. Students can observe students in a preschool (yours or in the community). Have students observe a preschooler and an adult. Record observation. Collect pictures of preschoolers and display in some way. Write a daily schedule for two preschoolers. Read articles and books on preschoolers and summarize what you read. Make a scrapbook on preschoolers with all of the above information in it.	Review Ask the following questions - 1. What is the age of a preschooler? 2. What things can a preschooler do? 3. What should a preschooler know? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know the needs of preschoolers then you will be able to plan activities to meet those needs. Presentation Show filmstrip - "How An Average Child Behaves From Birth to Age 5." On overhead, list the physical intellectual, emotional and social needs of a preschooler. Exercise Have students practice the skill they have learned. See student learning activities. Have students practice the skill they have learned. See student learning activites. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 11

TASK: Plan activities using identified needs of a preschooler to organize materials.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected an activity to aid in the physical, intellectual, emotional, or social development according to the age of the preschooler -	____	____
2. Listed materials needed -	____	____
3. Listed type of need of preschooler -	____	____
4. Described method of presentation of the activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index cards
-Tools and equipment used in -
-Science
-Language
-Motor co-ordination
-Self help

RESOURCES:

-Learning Through Play by Marzollo
-Recipes are Fun by Cole
-Play Book by Caneys
-Workjobs by Baratta - Lorten
-Teachables from Trashables by Lenderman
-Perceptual Motor Development Books by Capen

DUTY/TASK NUMBER B11

Student Learning Activities	Teacher Activities
Exercise Using a variety of resources, list 10 activities to do with preschoolers and identify what area of development they are working on. Make 2 activities to do with pre-schoolers. Write a plan for both activities listed above.	Review Ask the following questions - 1. Do you feel that activities done with preschoolers should be planned? Why or why not? 2. What kinds of activities would you do with preschoolers? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan activities for preschoolers then you will be able to present a variety of activities to preschoolers. Presentation On an overhead or chart, list activities you can do with preschoolers and in which areas it will help them develop. List the steps of planning an activity for preschooler (i.e. achievement indicators). Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 12

TASK: Present activities using a developed plan to enhance the total development of a preschooler.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained preschooler's attention -	____	____
2. Explained the activity -	____	____
3. Had preschooler perform the activity -	____	____
4. Praised the preschooler's efforts -	____	____
5. Evaluated activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index cards
-Use materails from -
 -Science
 -Language
 -Motor co-odination
 -Self help

RESOURCES:

-Preschoolers from the community

DUTY/TASK NUMBER B12

Student Learning Activities	Teacher Activities
Exercise Have students present activities listed on B11 to 1 or more preschoolers. Evaluate the success of the activities. Students could present to preschoolers in your lab nursery or in the community.	Review Have the students pretend they are preschoolers and you present a skill to them the wrong way. Then ask them the following questions - 1. Did you feel the teacher presented the activity in an appropriate way for preschoolers? Why or why not? 2. How would you have presented the activity? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present activities to preschoolers then you will be able to assist preschoolers in their total development. Presentation Demonstrate presenting activities with actual preschoolers and discuss the value of the activities. List the steps of presenting an activity on an overhead or the chalkboard (i.e. achievement indicators). Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks on skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 13

TASK: Organize the facilities using a knowledge of growth and development and facilities to provide a safe and appropriate environment for preschoolers.

ACHIEVEMENT INDICATORS: The learner	Yes	No
1. Described impact of environment on preschooler behavior -	___	___
2. Listed Department of Social Services requirements for program and equipment for Child Care Center licensing -	___	___
3. Described area for large muscle activities -	___	___
4. Described area for small muscle activities -	___	___
5. Described area for group activities -	___	___
6. Described area for creative activities -	___	___
7. Described area for discovery/exploration activities -	___	___
8. Described area for dramatic play activities -	___	___
9. Described opportunities available for child/adult, child/child and child materials -	___	___
10. Described 15 different kinds of equipment needed for large muscle area -	___	___
11. Described 15 different kinds of equipment needed for small muscle area -	___	___
12. Described 15 different kinds of equipment needed for creative area -	___	___
13. Described 15 different kinds of equipment needed for discovery/exploration area -	___	___
14. Described 15 different kinds of equipment needed in dramatic play area -	___	___
15. Evaluated plan to determine if Department of Social Services regulations were met -	___	___
16. Set up area -	___	___

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Services regulations.

TOOLS AND EQUIPMENT:
- DuKane Filmstrip Projector

RESOURCES:
- Department of Social Services - Rules and Regulations for Child Care Centers - PA 116
- Equipment catalogs - Playschool, Childcraft, Michigan Products
- Filmstrip - Room Arrangement as a Teaching Strategy - Diane Thister Dodge

DUTY/TASK NUMBER B13

Student Learning Activities	Teacher Activities
Exercise Break students into triads and have them brainstorm all of the equipment you could use for an area. Two groups could do the same area. Have them list these on a chart and share with the total group. Give the student equipment catalogs and an area to list equipment for (large, small muscle, creative, discovery, or dramatic play). They can either list equipment or make a picture collage of the equipment. Give students a copy of an evaluation sheet to evaluate a center on its equipment. (This could be developed as a group or you could develop it.) Have the students evaluate 2-3 centers with a preschool program. Have students draw a map of a child care center and identify the areas they would recommend and equipment for the areas. Evaluate the map using a prepared checksheet.	Review Ask the following questions - 1. What kinds of equipment should you have if you are to be serving preschoolers? 2. What kinds of activities should be included in a preschool program? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to organize a facility for preschoolers then you will be able to provide a safe and learning environment for preschoolers. Presentation View filmstrip - Room Arrangement as a Teaching Strategy. Discuss. List requirements for program and equipment for preschoolers on a chart or overhead (i.e. achievement indicators). Take students on a tour of your lab nursery. In the nursery have the areas labeled that are required and sample activities and/or equipment set up in each area. Have students list all the areas and equipment for each area. Evaluate your lab nursery to see if it meets the requirements, as a large group. Exercise Have students practice skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks on skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Using Growth and Development Activities

DUTY No. B

TASK No. 14

TASK:
Identify the needs of school age children using a variety of growth and development resources to develop activities to do with a school age child.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed ten physical needs of a six-year old, seven-year old, eight-year old, nine-year old, ten-year old, eleven-year old, and twelve-year old -	____	____
2. Listed ten intellectual needs of a six-year old, seven-year old, eight-year old, nine-year old, ten-year old, eleven-year old, and twelve-year old -	____	____
3. Listed ten emotional needs of a six-year old, seven-year old, eight-year old, nine-year old, ten-year old, eleven-year old, and twelve-year old -	____	____
4. Listed ten social needs of a six-year old, seven-year old, eight-year old, nine-year old, ten-year old, eleven-year old, and twelve-year old -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

DUTY/TASK NUMBER B14

Student Learning Activities	Teacher Activities
Exercise Have students complete an observation form on the school age child. Students can observe children in the community. Have students observe a school age child and an adult. Record observation. Collect pictures of school age children and display in some way. Write daily schedule for 2 school age children. Read articles and/or books on the school age children and summarize what was read. Make a scrapbook on the school age child with all of the above information in it.	Review Ask the following questions - 1. What kinds of things can a school age child do? 2. What kinds of things should a school age child know? 3. Do you like working with school age children? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know the needs of school age children then you will be able to plan activities to meet those needs. Presentation On an overhead list the physical, intelletual, emotional, and social needs of the school age child. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks on skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Using Growth and Development Activities

DUTY No. B

TASK No. 15

TASK: Plan activities using identified needs of school age children to organize materials.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected an activity to aid in the physical, intellectual, emotional, or social development according to the age of the child -	____	____
2. Listed materials needed -	____	____
3. Listed type of need of the school age child -	____	____
4. Described method of presentation of the activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

- -Index cards
- -Use materials from -
  - -Motor Co-ordination
  - -Self help
  - -Cognitive

RESOURCES:

- -Dynamic Physical Education For Elementary School Children by Dauer and Pangrazi
- -Activities For School Age Children by Blau, Brady, and Bucher
- -Workjobs by Baratta and Lorton
- -The World Book of Children's Games by Arnold
- -Let's Begin by Edmund

DUTY/TASK NUMBER B15

Student Learning Activities	Teacher Activities
Exercise Using a variety of resources list 10 activities to do with the school age child and identify what area of development they are working on. Make 2 activities to do with the school age child. Write plan to present 2 activities listed above.	Review Ask the following questions - 1. What kinds of activities would you do with school age children? 2. Should you have a written plan for all activities that you present to school age children? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. Presentation On an overhead or chart list activities you can do with the school age child and what area of development they work on. List the steps of planning an activity on an overhead or chart(i.e. achievement indicators). Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks on skills - how it can be transferred to other skills or products

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 16

TASK: Present activities using a developed plan to enhance the total development of school age children.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained the school age child's attention -	____	____
2. Explained the activity -	____	____
3. Had the children perform the activity -	____	____
4. Praised the children's efforts -	____	____
5. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index cards
-Use materials from -
 -Motor co-ordination
 -Self help
 -Cognitive

RESOURCES:

School age children from the community

DUTY/TASK NUMBER B16

Student Learning Activities	Teacher Activities
Exercise Have students present activities listed on B15 to 1 or more school age children. Evaluate the success of the activities.	Review Ask the following questions - 1. What should you remember when presenting an activity to school age children? 2. How would you present an activity to school age children? Review what the students have learned precious to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present activities to school age children then you will be able to assist school age children in their total development. Presentation Demonstrate presenting activities to school age children. Discuss the value of the activities. List the steps of presenting activities to school age children on an overhead or chart (i.e. achievement indicators.) Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Growth and Development Activities	**DUTY No.** B
	TASK No. 17

TASK:
Organize the facility using a knowledge of growth and development and facilities to provide a safe and appropriate environment for school age children.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Described impact of environment on school age children -	____	____
2. Listed three Department of Social Services regulations for school age children in a Child Care Center -	____	____
3. Described area for group activities -	____	____
4. Described area for individual activities -	____	____
5. Described area for recreational activities -	____	____
6. Described 15 different kinds of equipment needed for group activities -	____	____
7. Described 15 different kinds of equipment needed for individual activities -	____	____
8. Described 15 different kinds of equipment needed for recreational activities -	____	____
9. Evaluated plan to determine if Department of Social Services regulations were met -	____	____
10. Set up area -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Services regulations.

TOOLS AND EQUIPMENT:	**RESOURCES:**
	-Department of Social Services - Rules and Regulations for Child Care Centers -Equipment catalogs - Playschool, Child Craft, Michigan Products

DUTY/TASK NUMBER B17

Student Learning Activities	Teacher Activities
Exercise Break students into triads and have them brainstorm all of the equipment you could use for 1 of the 3 areas. Give 2 or more groups the same area. Have them list the equipment on a chart and share with the total group. Give students equipment catalogs and 1 of the 3 areas to list equipment for. They can list and/or make a picture collage of equipment. Have students evaluate a center using the checksheet for equipment needed for school age children.	Review Divide the class up into triads and have them brainstorm what equipment they would recommend for school age children. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to organize a facility for school age children then you will be able to provide a safe and learning environment for school age children. Presentation List requirements for programming and equipment for school age children on an overhead or chart. On an overhead draw a room and identify the following areas - group, individual, and recreational. Describe each area and list some kinds of equipment for each area. Give students a check sheet to use to evaluate equipment for school age children. Then as a group evaluate your lab nursery. Discuss evaluation. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Discipline and Guidance	**DUTY No.** C
	TASK No. 1

TASK:
Demonstrate appropriate communication using communication skills to facilitate positive working relationships with co-workers and children.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Established eye contact with the person -	____	____
2. Avoided distractions when talking with someone -	____	____
3. Was on the same physical level as person he/she was talking with -	____	____
4. Faced person whom talking with -	____	____
5. Repeated directions or information in order to clarify -	____	____
6. Noted how person felt, their energy level, and how they felt about talking -	____	____
7. Responded to what person said and what he/she observed -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
-The Ungame -The Social Security Game	

DUTY/TASK NUMBER C1

Student Learning Activities	Teacher Activities
Exercise Have students practice their communication skills with - -one another -nursery children -you Use a checklist to evaluate them. Have the students view a film, such as "Perceiving and Believing" to practice their listening skills. Have the students practice their communication skills by playing one of the following games - -The Ungame -The Social Security Game	Review Talk to the class with your back to them and in a low voice. Discuss how that made them feel and if they have ever done that when talking to someone. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to communicate effectively then you will be able to show others you care and what they say is important. Presentation List steps of communicating on chalkboard or overhead (i.e. achievement indicators). Demonstrate each step with various students. Have students practice each step after your demonstration with a partner. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Discipline and Guidance	**DUTY No.** C
	TASK No. 2

TASK:
Identify inappropriate behavior using a knowledge of child development to implement limits with children.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Listed behaviors of an infant that are disturbing to others -	____	____
2. Listed behaviors of a toddler that are disturbing to others -	____	____
3. Listed behaviors of a preschooler that are disturbing to others -	____	____
4. Listed behaviors of a school age child that are disturbing to others -	____	____
5. Listed behaviors of an infant that are dangerous -	____	____
6. Listed behaviors of a toddler that are dangerous -	____	____
7. Listed behaviors of a preschooler that are dangerous -	____	____
8. Listed behaviors of a school age child that are dangerous -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
-DuKane Filmstrip Projector	-Filmstrip - "Day To Day With Your Child" by Parents Magazine

DUTY/TASK NUMBER C2

Student Learning Activities	Teacher Activities
Exercise Have students read about discipline in Caring For Children and complete a worksheet. Divide students into triads. Give each group a list of behaviors then have them identify which ones are dangerous and/or disturbing for preschoolers. Prize to the group with the most right.	Review Have the students list all the things their parents let them do and then all the things they can't do. Discuss how it makes them feel. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you can identify inappropriate behavior then you will be ready to lay out a plan to guide children. Presentation View filmstrip - "Day To Day With Your Child" by Parents Magazine Have students brainstorm behaviors that are dangerous and disturbing for infants, toddlers, preschoolers, and school age children. Add and correct list. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Discipline and Guidance	**DUTY No.** C
	TASK No. 3

TASK: Direct behavior using positive methods of discipline to enhance children's self-control, self-esteem, self-direction, and cooperation.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described a behavior -	____	____
2. Described the age of the child -	____	____
3. Determined whether the behavior was disturbing or dangerous for that age child or the group of children -	____	____
4. Reinforced behavior that was not disturbing or dangerous in some way so it would occur again -	____	____
5. Limited dangerous or disturbing behavior -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
	-Filmstrip - "Day To Day With Your Child" by Parents Magazine -Parents Are Teachers by Becker

DUTY/TASK NUMBER C3

Student Learning Activities	Teacher Activities
Exercise Have students keep a record of how many times they are positive with children for 1 week and what they did or said that was positive. Have the students observe an adult and child for 2 fifteen minute times. Have them record all of the positive things that were said and/or done during that time. Students should summarize what they learned from the 15 minute observation.	Review As the teacher be very negative with the students for about 5 minutes. Then ask the students how they felt when they interacted with you. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to discipline in a positive way then you will help build the childs self-esteem so that they feel good about themselves. Presentation View filmstrip "Day To Day With Your Child" by Parents Magazine. List on an overhead or chalkboard ways to reinforce a behavior in a positive way. List the steps to follow to identify a behavior that is positive and reinforce it (i.e. achievement indicators). Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Discipline and Guidance

DUTY No. C

TASK No. 4

TASK: Implement limits using a knowledge of child development to aid children at each age in learning appropriate and inappropriate behavior.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Identified behavior that was dangerous and/or disturbing -	____	____
2. Explained what the child was supposed to do and the consequences if the child did not that related to the situation -	____	____
3. Reinforced the child when appropriate behavior was observed -	____	____
4. Carried out consequences that related to the situation if inappropriate behavior occurred again -	____	____
5. Evaluated the situation -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Services guidelines.

TOOLS AND EQUIPMENT:

-DuKane Filmstrip Projector

RESOURCES:

-Filmstrip - "Children Behavior and Guidance" Vocational Education Media Center, Clemson University, South Carolina

DUTY/TASK NUMBER C4

Student Learning Activities	Teacher Activities
Exercise Have students rewrite negative statements used with children into positive learning statements. In triads have the students complete a worksheet that identifies a behavior or behaviors. They are to identify how to set the limit in a positive way and discipline that fits the situations. Have the students role play situations where discipline is needed. Discuss each situation. When the students work in the lab nursery evaluate them on being positive with the children. When the students work in the lab nursery evaluate them on how well they set a limit and carry it out.	Review Give the students several situations where limits were set and didn't relate to the situation. Ask them - 1. What does that teach the child? 2. How would you have handled the situation? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you can implement limits in a positive way then you will be able to teach children what they should do so that they will be able to get along with others. Presentation Give written and oral examples of how to say things to children in a positive way. (Example - "You are to walk in the nursery." Instead of "Don't run.") Give written and oral examples of discipline that fits the situation. View filmstrip - "Children Behavior and Guidance". Then discuss how to positively handle the situations discussed in the filmstrip. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Discipline and Guidance	**DUTY No.** C
	TASK No. 5

TASK: Demonstrate TLC (Tender Loving Care) using children in facilities to develop positive interpersonal relationships with children.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Exhibited emotional honesty -	____	____
2. Was positioned on same physical level as children -	____	____
3. Touched the children in a positive way -	____	____
4. Talked with children -	____	____
5. Looked at the children when talking to them -	____	____
6. Praised the children's efforts in doing tasks -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Film Projector
-DuKane Filmstrip Projector
-Filmloop Projector
-Rocking Chair (adult size)

RESOURCES:

-Film - "Rock - A - Bye Baby"
-Filmstrips - Parents Magazine - "Love and Identity"
-Filmloop - "More Than Words" - Child Craft, The Growing Years in Sight and Sound
-Wondriska, Wm. - All The Animals Were Angry
-Steiner, Claude - The Original Warm Fuzzie Tale

DUTY/TASK NUMBER C5

Student Learning Activities	Teacher Activities
Exercise Have students view the filmstrips - "Love" and "Identity" from Parents Magazine and complete worksheet on each of the filmstrips. Have the students view the filmloop - "More Than Words" and complete work - sheet on it. Have students complete the following observations on TLC - 1. Two high school students 2. Teacher and child 3. Mother and child Have them list the kind of TLC that was given and what the message was from the interaction. Have the students keep a list for 1 day of all the warm fuzzies and cold prickles they give. Have a contest in your room to see who gives the most warm fuzzies. Give students a cotton ball for each fuzzie they give. Safety pins can be used for cold prickles. Have students work in the lab nursery and be evaluated on their TLC using a checksheet.	Review Read - All The Animals Were Angry by William Wondriska. or Read - The Original Warm Fuzzy Tale by Claude Steiner. After stories discuss ways we all make each other feel good. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you are able to give TLC to a child then the child will feel good about themselves so that they can feel good about others. Presentation Show film - "Rock-A-Bye Baby" and have students complete a worksheet on it. Discuss. List ways to give TLC. Have the students brainstorm ways we show TLC to adults and children. Demonstrate ways to give TLC to others. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 1

TASK: Plan activities using a lesson plan model and resources to organize materials and steps of activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected activity -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed for activity -	____	____
4. Listed steps in guiding activity -	____	____
5. Described method of demonstrating steps of the activity to the children -	____	____
6. Described method of explaining steps of the activity to the children -	____	____
7. Described method of having children perform steps of the activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

- -Child care equipment used for creative activities, motor co-ordination activities and self help activities
- -Index cards

RESOURCES:

DUTY/TASK NUMBER D1

Student Learning Activities	Teacher Activities
Exercise Pair students up and give them a skill to write a plan for. Have them evaluate their plan using a checksheet. Have the students write two lesson pl-ns for skills you assign to them and evaluate the plans using a checksheet.	Review Tell students how to tie a tie, do not show them. Give some students a tie and see how well they can tie it. Show students how to write their name in proper manuscript but do not tell them how. Have the students write their name. Discuss why the students failed both activities and how it made them feel. Overview Tell what is to be taught and why it is important. If you know how to plan an activity then you will be ready to prepare the activity so that you can present it. Presentation Define and list skills for various age groups. List a variety of ways to show and tell a skill. Demonstrate a variety of ways to show and tell a skill. List the steps of planning activities around a lesson plan (i.e., achievement indicators). Demonstrate how to plan activities using a lesson plan. An example may be how to hold and cut with scissors. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 2

TASK: Prepare activities using available resources to implement a developed plan for activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials listed on lesson plan -	____	____
2. Prepared the activity -	____	____
3. Practiced the activity -	____	____
4. Evaluated activity -	____	____
5. Set up activity to meet developmental goal -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
-Child care equipment used for creative activities, motor co-ordination activities, self help activities -Index cards	

DUTY/TASK NUMBER D2

Student Learning Activities	Teacher Activities
Exercise Have the students prepare the lesson plan they wrote in teams. Have the students prepare the two lesson plans they wrote.	Review Do a skit -- start presenting about lesson plans and have nothing ready ahead of time. Then ask: 1. How did you feel when the teacher wasn't prepared? 2. Have you ever had to do a presentation and not been prepared? How did it make you feel. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare an activity then you will be all set to present the activity. Presentation List the steps of preparing a lesson plan (i.e., achievement indicators). Demonstrate the steps of preparing a lesson plan. Continue with the skill of cutting. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 3

TASK: Present activities using prepared lesson plans and materials to teach a variety of skills.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Demonstrated steps of the activity for children -	____	____
3. Explained steps of the activity for the children -	____	____
4. Had children perform steps of the activity -	____	____
5. Praised children's efforts -	____	____
6. Evaluated plan -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
-Child care equipment used for creative activities, motor co-ordination activities, and self help activities -Index cards	

DUTY/TASK NUMBER D3

Student Learning Activities	Teacher Activities
Exercise Have the students present the skill they planned and prepared in teams to one another. Have them evaluate one another using a checksheet. Have the students present the skill they planned and prepared individually in the lab nursery. Each student will be evaluated using a checksheet. Have the students follow the steps for planning, preparing and presenting an activity for all activities that they do with children.	Review Divide the class up into small groups. Have each group select a teacher and the rest be preschoolers. Give each group a skill to teach in front of the class as they would do it with preschoolers. Discuss presentation. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present activities effectively then you will turn children on to learning. Presentation List the steps of presenting an activity (i.e., achievement indicators). Demonstrate how to present an activity. Use the skill of cutting. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 4

TASK: Plan a full day's schedule using a knowledge of child development and the facilities time frame to implement in a child care setting.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed time schedule for:		
a. Snacks -	____	____
b. Lunch -	____	____
c. Rest -	____	____
d. Morning program -	____	____
e. Afternoon program -	____	____
2. Listed content areas to be covered in morning program -	____	____
3. Listed content areas to be covered in afternoon program -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:
	-Caring For Children by Draper and Draper -Schedules from area preschools

DUTY/TASK NUMBER D4

Student Learning Activities	Teacher Activities
Exercise Divide the students into triads. Give each traid a time schedule and age group of children and let them develop a schedule. Use full and half day programs. Have the students collect 5 different schedules for preschoolers from the community. Have the students state what they liked and disliked with each schedule. Have each student write a full day schedule and fill it in with activities for 1 week. Evaluate the schedules using a checksheet.	Review In triads have students list what they feel should be in a full day schedule for preschoolers. Share with total group. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan a full day schedule then you will be able to assist in the total development of children. Presentation Show sample schedules. List areas to include in a schedule on an overhead or chart. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 5

TASK: Plan a bulletin board using a variety of resources and a knowledge of child development to organize materials.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected area for bulletin board -	____	____
2. Selected topic for bulletin board -	____	____
3. Drew sketch of bulletin board -	____	____
4. Described types of materials to be used for each part of the bulletin board -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index cards

RESOURCES:

-Kindergarten Bulletin Board Ideas by Brown
-Bulletin Boards For All Seasons by McClelland
-Bulletin Board Box 1 and 2 from Michigan Products, Inc. Catalog #7879

DUTY/TASK NUMBER D5

Student Learning Activities	Teacher Activities
Exercise Have students plan 10 bulletin boards using all of the steps of planning a bulletin board.	Review Ask the following questions - 1. Why do bulletin boards? 2. When planning a bulletin board what things should you think about? 3. Have you ever done a bulletin board? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan a bulletin board then you will be ready to prepare it so that you can set it up. Presentation Give examples of where to do bulletin boards. Have students brainstorm topics for bulletin boards in triads. Share the list with the total class. List in a handout free and inexpensive materials to use in a bulletin board. On an overhead or chart list the steps in planning a bulletin board (i.e. achievement indicators). Demonstrate the steps of planning a bulletin board. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 6

TASK: Prepare a bulletin board using a variety of resources to produce a bulletin board display.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials listed on plan -	____	____
2. Drew all pieces of bulletin board -	____	____
3. Cut out all pieces of bulletin board neatly -	____	____
4. Decorated pieces -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Art supplies
-stapler
-scissors
-felt pens
-variety of kinds of paper

RESOURCES:

DUTY/TASK NUMBER D6

Student Learning Activities	Teacher Activities
Exercise Have students prepare 1 or 2 bulletin boards that they planned for.	Review Ask the following questions - 1. What kinds of materials would you use to do a bulletin board: 2. Where would you get your materials? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare a bulletin board then you will be all set to display it. Presentation List steps of preparing a bulletin board on a chart or overhead (i.e. achievement indicators). Demonstrate the steps of preparing a bulletin board. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 7

TASK: Display a bulletin board using a developed plan and a variety of materials to teach children a variety of skills.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Mounted bulletin board in area set aside previously -	____	____
2. Attached pieces neatly -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
-Tape -Stapler	

DUTY/TASK NUMBER D7

Student Learning Activities	Teacher Activities
Exercise Have students evaluate 5 bulletin boards using a prepared checksheet. Have students display the 1-2 bulletin boards they prepared in the lab nursery. Have students plan, prepare and display a bulletin board out at a child care center, special education facility and/or elementary school.	Review Have a sample bulletin board up with many mistakes in it. Divide the students in to triads and list all the things wrong with the bulletin board. Discuss as a total group. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to display a bulletin board then you will make it inviting so that children will notice them. Presentation List steps of displaying a bulletin board on chalkboard or overhead (i.e. achievement indicators). Demonstrate how to display a bulletin board. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 8

TASK: Plan language activities using a variety of methods, resources, and a knowledge of child development to organize materials and steps of the activity.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected language activity appropriate for age of children -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed for activity -	____	____
4. Listed steps in guiding activity -	____	____
5. Described method of showing children steps of activity -	____	____
6. Described method of explaining steps of activity to children -	____	____
7. Described method of having children perform steps of the activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index cards

RESOURCES:

-Let's Begin by Edmund
-Filmloop "Listening, Speaking, Writing, Reading" Childcraft
-PREP - Diane Bert

DUTY/TASK NUMBER D8

Student Learning Activities	Teacher Activities
Exercise Have the students list a variety of language activities. Have the students write 10 language activity cards. The cards should include - - the name of the activity - the developmental goal the activity works on - the materials needed for the activity - directions for the activity Have the students write 1-2 language activity plans.	Review Ask the following questions: 1. Do you know what language activities are? 2. Do you feel that language activities are important? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan language activities then you will be ready to prepare the activiites so that you can present them. Presentation List steps of planning a language activity (i.e., achievement indicators). Demonstrate how to plan a language activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products Could use post-test.

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 9

TASK: Prepare language activities using a variety of resources to implement the plan for language activities.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Gathered materials needed -	____	____
2. Constructed activity, if necessary -	____	____
3. Practiced activity -	____	____
4. Set up activity to meet developmental goal -	____	____
5. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

Variety of materials -
-paper
-cassette tapes
-tape recorder
-pencils
-etc.

RESOURCES:

-Let's Begin by Edmund
-Filmloop "Listening, Speaking, Writing, Reading" Childcraft
-PREP - Diane Bert

DUTY/TASK NUMBER D9

Student Learning Activities	Teacher Activities
Exercise Have students prepare the language activity they planned.	Review Ask the following questions: 1. Do you feel preparing to present a language is important? Why or why not? 2. What steps would you recommend to follow in preparing a language activity? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare language activities then you will be all set to present the activities. Presentation List the steps of preparing a language activity (i.e., achievement indicators). Demonstrate preparing a language activity for the students. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 10

TASK:
Present language activities using a prepared plan to enhance the communication skills of children.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Demonstrated steps of the activity for the children -	____	____
3. Explained steps of the activity for the children -	____	____
4. Had children perform steps of the activity -	____	____
5. Praised children's efforts -	____	____
6. Evaluated activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
-Use the tools and equipment you prepared with	

DUTY/TASK NUMBER D10

Student Learning Activities	Teacher Activities
Exercise Have students present the activity they prepared to each other. Have the students evaluate one another using a prepared checksheet. Have students present language activity in your lab nursery and be evaluated on their presentation. Have students plan, prepare and present an activity out in the community at a child care center. Have students evaluated on their presentation.	Review Give a small group of students a language activity to present as if they were preschoolers and 1 teacher. Have the rest of the students evaluate the presentation. 1. Did the teacher have the children's attention? 2. What would you have done differently? 3. How would preschoolers feel about this presentation? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present language activities then you will be assisting children in their total development. Presentation List steps of presenting a language activity (i.e., achievement indicators). Demonstrate presenting a language activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 11

TASK: Plan imaginative play activities using a variety of resources and a knowledge of child development to organize materials and steps of the activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected a theme for an imaginative play activity -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed for the activity -	____	____
4. Described method of demonstrating activity for the children -	____	____
5. Described method of explaining activity to the children -	____	____
6. Described method of having children perform activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index cards
-Filmloop Projector

RESOURCES:

-Filmloop - "Imaginative and Dramatic Play" Childcraft - The Growing Years in Sight and Sound
-Recipes For Fun, More Recipes For Fun, Still More Recipes For Fun by Cole Heller, Haas and Weinberger
-A Young Child Experiences - Goodyear Publication Company, Inc. Santa Monica, California

DUTY/TASK NUMBER D11

Student Learning Activities	Teacher Activities
Exercise In triads give the students a theme and have them list all of the props they could use. Give two triads the same theme and see who comes up with the longest list. Have each student write 10 imaginative play activity cards. They should include the theme and a list of props. Write two imaginative play activity plans and have them evaluated using a checksheet.	Review As the following questions: 1. Did you ever pretend as a child? What kinds of things did you pretend? 2. Do you feel it is good for children to pretend? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan imaginative play activities then you will be ready to prepare the activity so that you can present it. Presentation View filmloop: "Imaginative and Dramatic Play" - Childcraft Have students brainstorm in triads themes for imaginative play. Share lists with total group. List steps of planning an imaginative activity (i.e., achievement indicators). Demonstrate how to plan an imaginative activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 12

TASK: Prepare imaginative play activities using a variety of materials to implement a developed plan for imaginative play activities.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Gathered materials listed on the lesson plan -	____	____
2. Made props for the activity -	____	____
3. Set up activity to meet developmental goal -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
Dress up clothes & items; housekeeping set, play furniture - stove, sink, refrigerator with props; doll house & furniture; hardwood tea table & chairs; doll bed and doll buggy; doll family; rocking chair (child size); train set (wooden); farm and zoo animals family members; family members (minority group); mirror; telephone; community worker puppets; transportation toys; cash register; ironing board and iron; traffic signs; and toy cars	

DUTY/TASK NUMBER D12

Student Learning Activities	Teacher Activities
Exercise Have each student make an imaginative activity prop box. It needs to include: - sturdy storage box - card listing props - some kind of a sign - a variety of props Give each student a different theme and have them bring them in to share with other classmates and to be evaluated. Have students select a theme for an imaginative activity to do in the lab nursery. Then have them plan and prepare the activity.	Review As the following questions: 1. Is it important to prepare an imaginative activity ahead of time? Why or why not? 2. What steps would you follow to prepare an imaginative play activity? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare imaginative play activities then you will be all set to present the activity. Presentation List steps of preparing an imaginative activity (i.e., achievement indicators). Demonstrate how to prepare an imaginative activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 13

TASK: Present imaginative play activities using a prepared plan to motivate children to learn about their world.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Explained the limits of the activity to the children -	____	____
3. Let the children participate in the activity -	____	____
4. Praised the children's efforts -	____	____
5. Asked children questions about the activity -	____	____
6. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
-Use the tools and equipment you prepared with.	

DUTY/TASK NUMBER D13

Student Learning Activities	Teacher Activities
Exercise Have students present an imaginative activity to each other and be evaluated on their presentation. Have students present imaginative activity that they planned and prepared to the lab nursery children. Evaluate each activity. Have students plan, prepare and present an imaginative activity to do in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students activity using a checksheet.	Review Ask the following questions: 1. How would you present an imaginative play activity? 2. Do you feel an imaginative play activity should be presented daily? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present imaginative play activities then you will be encouraging children to explore their world so that they can learn about their world. Presentation List steps of presenting an imaginative activity (i.e., achievement indicators). Demonstrate how to present an imaginative play activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 14

TASK: Plan pre-reading activities using a variety of resources and a knowledge of child development to organize materials and steps of the activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected reading activity -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed for activity -	____	____
4. Listed steps in guiding the activity -	____	____
5. Described method of involving children in the activity -	____	____
6. Listed questions to ask children -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

- -Record player
- -Tape recorder
- -Story books
- -Flannelboards
- -Flannelboard stories and/or felt
- -Puppets
- -Sequence cards
- -Index cards
- -Bookshelf

RESOURCES:

- -Filmloop - "Listening, Speaking, Writing, Reading" Childcraft
- -Storytelling With The Flannelboard by Anderson
- -Story Starters - Michigan Products
- -Big Book of Recipes For Fun by J.B. Phillips

DUTY/TASK NUMBER D14

Student Learning Activities	Teacher Activities
Exercise Have the students view filmloop "Listening, Speaking, Writing, Reading" by Childcraft and complete a worksheet on the film. Have a variety of pre-reading activities set out. Have the students try the activities. Have the students write 5 pre-reading activity cards on the activities they tried plus others. On each card include: - name of the activity - materials needed - directions for the activity Have the students write 2 pre-reading activity plans and have them evaluated using a checklist. Have the students evaluate 15 books using a prepared checksheet to see if they are appropriate to use with preschoolers.	Review Ask the following questions: 1. What are some kinds of pre-reading activities? 2. Do you like to read? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan pre-reading activities then you will be ready to prepare pre-reading activities so that they can be presented. Presentation List steps of presenting a pre-reading activity (i.e., achievement indicators). Demonstrate planning a pre-reading activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 15

TASK: Prepare pre-reading activities using available resources to implement a developed plan for pre-reading activities.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Gathered materials needed for the activity -	____	____
2. Constructed activity, if necessary -	____	____
3. Practiced reading activity -	____	____
4. Evaluated activity -	____	____
5. Set up reading activity to meet developmental goal -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
-Record player -Tape recorder -Story books -Flannelboard -Flannelboard stories and/or felt -Puppets -Sequence cards -Index cards -Bookshelf	

DUTY/TASK NUMBER D15

Student Learning Activities	Teacher Activities
Exercise Assign a pre-reading activity to each student to plan and prepare. Have the students evaluate each other on their preparation. Have the students prepare the two pre-reading activities they planned for.	Review Tell a flannelboard story and fumble over the words. Then ask the students: 1. How would preschoolers have reacted to the story? 2. Did you enjoy the story? 3. If the storyteller had been better prepared do you think that would have helped? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare a pre-reading activity then you will be all set to present the pre-reading activity. Presentation List the steps of preparing a pre-reading activity (i.e., achievement indicators). Demonstrate how to prepare a pre-reading activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 16

TASK: Present pre-reading activities using a prepared plan to motivate children to read and learn.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained the children's attention -	____	____
2. Presented activity -	____	____
3. Involved children in the activity -	____	____
4. Praised children's efforts -	____	____
5. Asked children questions about the activity -	____	____
6. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

- -Record player
- -Tape recorder
- -Story books
- -Flannelboards
- -Flannelboard stories and/ or felt
- -Puppets
- -Sequence cards
- -Index cards
- -Bookshelf

RESOURCES:

DUTY/TASK NUMBER D16

Student Learning Activities	Teacher Activities
Exercise Have students present one of the pre-reading activities they planned and prepared to one another. Then have them evaluate one another using a checksheet. Have the students present one of the pre-reading activities that they planned and prepared in the lab nursery. Each student should be evaluated using a checksheet. Have the students plan, prepare, and present a pre-reading activity to do in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students presentations using a checksheet.	Review Read a story improperly. Then ask the students: 1. What did the teacher do wrong? 2. Did you enjoy the story? 3. What would you have done differently? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present pre-reading activities then you will turn children on to reading. Presentation List the steps of presenting a pre-reading activity (i.e., achievement indicators). Demonstrate how to present a pre-reading activity. Exercise Have students practice the skill they have learned. See student learning activities. Summarize Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 17

TASK: Plan creative activities using a variety of resources and a knowledge of child development to organize materials and steps of the activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected creative activity -	____	____
2. Stated developmental goal -	____	____
3. Determined whether creative activity was appropriate for age of children -	____	____
4. Listed materials needed for activity -	____	____
5. Listed steps in guiding activity -	____	____
6. Described method of demonstrating steps of the activity for the children -	____	____
7. Described method of explaining steps of the activity for the children -	____	____
8. Described method of having children perform steps of the activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Filmloop Projector
-Index cards

RESOURCES:

-Filmloop - "Arts and Crafts Freeing Fantasy With The Arts" - Childcraft - The Frowing Years in Sight and Sound
-A Child Goes Forth - Taylor
-Caring For Children - Draper
-Let's Begin by Edmund
-I Can Make A Rainbow by Frank
-The Anti-Coloring Book by Susan Striker and Edward Kimmel
-A Young Child Experiences - Goodyear Publ.Co., Inc

DUTY/TASK NUMBER D17

Student Learning Activities

Exercise

Have ten different creative activities set up for the students to try.

Have the students read A Child Goes Forth by Taylor, pp. 21-47 and Caring for Children by Draper, pp. 419-426. Have a worksheet for students to complete on both readings.

Have the students write 20 creative activity cards on the activities they tried plus others. Each card should include:

- name of the activity
- materials needed
- directions for doing the activity

Have the students write two creative activity plans and have them evaluated using a checksheet. This can be individually or in teams of two.

Teacher Activities

Review

Have the following art materials out:

- water colors
- crayons
- chalk
- felt pens

Give each student a picture from The Anti-coloring book and have them complete it using the materials provided.

Discuss their past experiences with art and how they felt about this activity they just did.

Review what the students have learned previous to beginning this new task.

Overview

Tell what is to be taught and why it is important. If you know how to plan creative activities then you will be all set to prepare activities so that you can present them.

Presentation

View filmloop "Arts and Crafts - Freeing Fantasy with the Arts" by Childcraft.

List and show examples of a variety of creative activities and what area of development they work on.

Provide students with a list of free and inexpensive supplies for creative activities. You can have students brainstorm a list in triads.

List the steps of planning a lesson (i.e., achievement indicators).

Demonstrate how to plan a creative activity.

Exercise

Have students practice the skill they have learned. See student learning activities.

Summary

Summarize what has been learned:

- how it fits into the total job description
- how it fits with other job tasks or skills
- how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 18

TASK:
Prepare creative activities using available resources to implement a developed plan for creative activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials listed on lesson plan for activity -	____	____
2. Set out materials to meet development goal -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
Easel; drying rack; shelves for storage of supplies; variety of art supplies; wood working tools - saw, hammer, nails, sand paper; record player & records; hollow blocks; blocks, multiple sizes; chalkboard; tables and chairs (pre-primary size)	

DUTY/TASK NUMBER D18

Student Learning Activities	Teacher Activities
Exercise Have the students prepare the two creative activities they wrote plans for.	Review Refer back to the activity you had them participate in using a variety of materials. Ask the following questions about that activity: 1. Were things set up when you came to class? Did you like this or not? 2. If you had to wait for a teacher to cut paper and/or mix paint and you were a preschooler, what might happen? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare activities then you will be all set to present the activities. Presentation List the steps of preparing a creative activity (i.e., achievement indicators). Demonstrate how to prepare a creative activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 19

TASK: Present creative activities using prepared materials and a plan to assist children in expressing themselves.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained the children's attention -	____	____
2. Explained limits of the activity to the children -	____	____
3. Had children perform steps of the activity -	____	____
4. Praised the children's efforts -	____	____
5. Allowed children to do their own work -	____	____
6. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

- -Easel
- -Drying rack
- -Shelves for storage of supplies
- -Variety of art supplies
- -Wood working tools
- -Record and record player
- -Hollow blocks
- -Blocks, multiple sizes
- -Chalkboard

RESOURCES:

DUTY/TASK NUMBER D19

Student Learning Activities	Teacher Activities
Exercise Have students present creative activity they planned and prepared to one another. Then have them evaluate one another using a checksheet. Have students present a creative activity that they have planned and prepared in the lab nursery. Each student should be evaluated using a checksheet. Have the students plan, prepare and present a creative activity in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students presentations using a checksheet.	Review As the following questions: 1. Do you feel you should provide students with a model when doing a creative activity? 2. Evaluate the presentation your teacher made with you for creative activities. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present creative activities then you will be assisting children in expressing themselves. Presentation List the steps of presenting a creative activity (i.e., achievement indicators). Demonstrate how to present a creative activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 20

TASK:
Plan problem solving activities using a variety of methods, resources, and a knowledge of child development to organize materials and steps of activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected problem solving activity appropriate for age of children -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed for activity -	____	____
4. Listed steps in guiding the activity -	____	____
5. Described method of demonstrating steps of the activity for the children -	____	____
6. Described method of explaining steps of the activity for the children -	____	____
7. Described method of having children perform steps of the activity -	____	____
8. Listed questions to be asked following the activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
- -Filmloop projector
- -Blocks
- -Scales
- -Measuring utensils
- -Any equipment used in the child care center
- -Index cards

RESOURCES:
- -Filmloop - "Helping Children To Find Things Out" by Childcraft - The Growing Years in Sight and Sound
- -Learning Activities for the Young Preschool Child by Watrim and Fufey
- -A Young Child Experiences by Goodyear Publ. Co.,Inc.

DUTY/TASK NUMBER D20

Student Learning Activities	Teacher Activities
Exercise Have a variety of problem solving activities set up. Have the students try the activity and list three things it teaches children. Have the students write 10 problem solving activities. These can be the activities they tried or others. The cards need to include: - name of the activity - materials needed - directions for the activity Have the students write two problem solving activities, either individually or in teams of two. Have the plans evaluated using a checksheet. You may want to assign the kind of activity to each student.	Review Ask the following questions: 1. Why should we teach problem-solving activities? 2. List some problem-solving activities. 3. How do you solve your personal problems? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan problem-solving activities then you will be ready to prepare the activity so that you can present it. Presentation Lit and show a variety of kinds of problem-solving activities (i.e., achievement indicators). Demonstrate how to plan a problem-solving activity. View filmloop "Helping Children to Find Things Out" by Childcraft. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 21

TASK: Prepare problem solving activities using a variety of resources to implement the plan for problem solving activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials -	____	____
2. Developed activity -	____	____
3. Practiced activity -	____	____
4. Set up activity to meet developmental goal -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
- -Filmloop projector
- -Blocks
- -Scales
- -Measuring utensils
- -Any equipment used in the child care center
- -Index cards

RESOURCES:

DUTY/TASK NUMBER D21

Student Learning Activities	Teacher Activities
Exercise Have the students prepare the two problem-solving activities that they planned.	Review As the following questions: 1. If a teacher isn't prepared for the day how does this make you feel? 2. What steps would you take to prepare an activity? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare problem-solving activities then you will be all set to present the activities. Presentation List the steps of preparing a problem-solving activity (i.e., achievement indicators). Demonstrate how to prepare a problem-solving activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 22

TASK: Present problem solving activities using a prepared plan to teach children how to make decisions.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Demonstrated steps of the activity for children -	____	____
3. Explained steps of the activity for the children -	____	____
4. Had children perform steps of the activity -	____	____
5. Praised children's efforts -	____	____
6. Discussed activity using questions from lesson plan -	____	____
7. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

- -Filmloop projector
- -Blocks
- -Scales
- -Measuring utensils
- -Any equipment used in the child care center
- -Index cards

RESOURCES:

DUTY/TASK NUMBER D22

Student Learning Activities	Teacher Activities
Exercise Have the students present one problem-solving activity that they planned and prepared to each other. Have them evaluate each others presentation using a prepared checksheet. Have the students present a problem-solving activity that they planned and prepared in the lab nursery. Each student should be evaluated on their presentation using a checksheet. Have the students plan, prepare and present a problem-solving activity in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students presentations using a checksheet.	Review Present a problem-solving activity. Then have the students evaluate how you did at presenting the activity. 1. Would the teacher have kept the children's attention? 2. Would the children have understood what was expected of them? 3. Do you feel this activity would help children with problem solving? Overview Tell what is to be taught and why it is important. If you know how to present problem-solving activities then you will be teaching children a skill to help them in their total development. Presentation List the steps of presenting a problem-solving activity (i.e., achievement indicators). Demonstrate how to present a problem-solving activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 23

TASK: Plan positive self-image activities using a variety of methods, resources, and a knowledge of child development to organize materials and steps of the activity.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected a positive self-image activity appropriate for age of the children -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed for activity -	____	____
4. Listed steps in guiding activity -	____	____
5. Described method of demonstrating steps of activity to the children -	____	____
6. Described method of explaining steps of activity to the children -	____	____
7. Described method of having children perform the steps of the activity -	____	____
8. Listed questions to ask following activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index cards

RESOURCES:

-Learning Activities for Young Preschool Child by Watren and Fufey
-A Young Child Experiences by Goodyear Publ. Co.
-Recipes For Fun, More Recipes For Fun and Still More Recipes For Fun by Cole, Haas, Heller and Weinberger.

DUTY/TASK NUMBER D23

Student Learning Activities	Teacher Activities
Exercise Divide class into teams. See which team can list the most positive self image activities using a variety of resources. Have the students write 10 positive self image activity cards. Each card should include: - kind of activity - name of activity - materials needed - directions for doing the activity Have the students plan two self image activities, either individually or in teams of two. Evaluate the plans using a checksheet.	Review As the following questions: 1. Define positive self image activities. 2. List kinds of activities that would help build positive self images. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan positive self-image activities then you will be able to prepare the activity so that you can present it. Presentation List positive self image activities for all age groups on a chart. List steps of planning positive self image activities (i.e., achievement indicators). Demonstrate how to plan positive self image activities. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 24

TASK: Prepare positive self-image activities using a variety of resources to implement a plan for positive self-image activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials -	____	____
2. Developed activity -	____	____
3. Practiced activity -	____	____
4. Evaluated activity -	____	____
5. Set up activity to meet developmental goal -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

Child Care Equipment used for -
- -creative activities
- -motor co-ordination
- -imaginative play
- -non-sexist activities
- -musical activities

RESOURCES:

DUTY/TASK NUMBER D24

Student Learning Activities	Teacher Activities
Exercise Have the students prepare the two positive self image plans they wrote.	Review Ask the following questions: 1. Why is being prepared ahead of time important or isn't it? 2. What things should be prepared ahead of time for self image activities? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare postive self image activities then you will be all set to present them. Presentation List the steps of preparing a positive self image activity (i.e., achievement indicators). Demonstrate how to prepare positive self image activities. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 25

TASK: Present positive self-image activities using a prepared plan to enhance children's awareness of themselves.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Presented activity to children -	____	____
3. Had the children perform the activity -	____	____
4. Praised the children's efforts -	____	____
5. Discussed the activity using questions from lesson plan -	____	____
6. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

Child care equipment used for -
- -creative activities
- -motor co-ordination
- -imaginative play
- -non-sexist activities
- -musical activities

RESOURCES:

DUTY/TASK NUMBER D25

Student Learning Activities	Teacher Activities
Exercise Have students present one positive self image activity to one another. Then have them evaluate one another using a prepared checksheet. Have the students present the positive self image activity they planned and prepared in the lab nursery. Evaluate the students presentations using a checksheet. Have the students plan, prepare, and present a positive self image activity in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students presentations using a checksheet.	Review Have students make name tags that tell others about them (about 10 different things about themselves). Provide paper, scissors, felt pens and glue. Have them get in small groups and discuss their name tags. Then have them evaluate the presentation: 1. Did you enjoy this activity? 2. Was it clear what was expected of you? 3. Did the teacher praise you at all? 4. Would you have presented the activity differently? If so, how? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present self image activities then children will feel good about themselves so that they can accomplish whatever they set out to do. Presentation List the steps of presenting a positive self image activity (i.e., achievement indicators). Demonstrate how to present a positive self image activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 26

TASK: Plan sensory activities using a variety of resources and a knowledge of child development to organize the materials and steps of the activity.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected type of sense to work on -	____	____
2. Stated developmental goal -	____	____
3. Selected appropriate activity to work on that sense -	____	____
4. Listed materials needed for activity -	____	____
5. Listed steps in guiding activity -	____	____
6. Described method of demonstrating steps of the activity for the children -	____	____
7. Described method of explaining steps of the activity to the children -	____	____
8. Described method of having children perform activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Filmloop projector
-Index cards

RESOURCES:

-Touch — Joy Witt and Terre Watson
-Taste and Smell
-Look
-Listen
-Filmloop - "Touch, Taste, Smell, Look, Listen" Child Craft - The Growing Years in Sight and Sound
-Caring For Children by Draper
-PREP by Diane Bert

DUTY/TASK NUMBER D26

Student Learning Activities

Exercise

Have one activity for each sense set up with a card by each to explain how to do the activity. Let the students try each activity.

Have the students write 5 activity cards for each sense using a variety of resources. On each card include:

- name of activity
- materials needed
- directions for the activity

Have the students write two sensory activity plans, either individually or in teams of two. You may want to assign the type of activity they do. Evaluate their plans using a checksheet.

Have the students read Caring for Children by Draper, Chapter 25.

Teacher Activities

Review

Present a sensory activity in such a way that it shows you did no planning for it. Then ask the students the following questions:

1. How much time do you think was spent planning this activity?
2. Do you think enough time went in to this plan?
3. What would you have done differently

AND/OR

Take students on a Trust Walk. Have students line up in groups of 6. The first person in line will be the leader and is allowed to have his/her eyes open. The rest of the students close their eyes and hold on to the person in front of them. The leader leads them around for 15 minutes. Then discuss the experience:

1. Did you enjoy the activity?
2. Any feelings about the activity?
3. Do you feel it is important to plan and present sensory activities? Why or why not?

Review what the students have learned previous to beginning this new task.

Overview

Tell what is to be taught and why it is important. If you know how to plan a sensory activity then you will be ready to prepare it so that you can present it.

Presentation

View filmloop "Touch, Taste, Smell, Look, Listen" by Childcraft.

List steps of planning a sensory activity (i.e., achievement indicators).

Demonstrate how to plan a sensory activity.

Exercise

Have students practice the skill they have learned. See student learning activities.

Summary

Summarize what has been learned:

- how it fits into the total job description
- how it fits with other job tasks or skills
- how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 27

TASK: Prepare sensory activities using a variety of resources to implement a prepared plan for sensory activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials listed on lesson plan -	____	____
2. Developed activity -	____	____
3. Practiced activity -	____	____
4. Evaluated activity -	____	____
5. Set up activity to meet developmental goal -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Record player
-Tape Recorder
-Magnifying Glass
-Cookware
-Sand/Water play table
-Science activity equipment
-Workbench with vice

RESOURCES:

DUTY/TASK NUMBER D27

Student Learning Activities	Teacher Activities
Exercise Have the students prepare the sensory activities that they wrote plans for.	Review Reflect back on the presentation you did for planning a sensory activity. Ask the following questions: 1. Did the teacher spend enough time preparing the activity? 2. What would you have done to prepare for this activity? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare sensory activities then you will be all set to present the activities. Presentation List the steps of preparing a sensory activity (i.e., achievement indicators). Demonstrate how to prepare a sensory activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 28

TASK:
Present sensory activities using a prepared plan to assist children in being aware of the world around them through their senses.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained the children's attention -	____	____
2. Presented activity -	____	____
3. Involved the children in the activity -	____	____
4. Praised the children's efforts -	____	____
5. Evaluated activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
- -Record player
- -Tape recorder
- -Magnifying glass
- -Cookware
- -Sand/Water play table
- -Science activity equipment
- -Workbench with vice

RESOURCES:

DUTY/TASK NUMBER D28

Student Learning Activities	Teacher Activities
Exercise Have the students present one sensory activity they planned to one another. Have them evaluate each others presentation using a prepared checksheet. Have the students present two sensory activities that they planned and prepared in the lab nursery. Each student should be evaluated on their presentation using a checksheet. Have the students plan, prepare and present a sensory activity in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students presentations using a checksheet.	Review Present a sensory activity such as sounds on a tape recorder and have the students identify the sounds. Have the students evaluate your presentation. Ask them: 1. Did the teacher have everyone's attention? 2. Did you enjoy the activity? 3. Was it clear what you were to do? 4. Did the teacher praise your efforts? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present sensory activities then children will be totally aware of their world. Presentation List the steps of presenting a sensory activity (i.e., achievement indicators). Demonstrate how to present a sensory activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 29

TASK:
Plan motor coordination activities using a variety of resources and a knowledge of child development to organize materials and steps of the activity.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected motor coordination activity appropriate for age of children -	____	____
2. Described what area of motor coordination to be worked on (i.e. fine motor, balancing, space and direction, etc.) -	____	____
3. Listed materials needed for activity -	____	____
4. Listed steps in guiding the activity -	____	____
5. Described method of demonstrating steps of the activity -	____	____
6. Described method of explaining steps of the activity to the children -	____	____
7. Described method of having children perform steps of the activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
- -Film projector
- -Index cards

RESOURCES:
- -Film - Every Child A Winner
- -Caring For Children by Draper
- -Daily Sensorimotor Training Activities by Braley
- -Fun 'n' Games by Hibner and Cromwell
- -Dynamic Physical Education for Elementary School Children by Dauer and Pangrazi
- -Game Things by Wilt and Watson
- -Physical Education For Young Children - Creative Teaching Press, Inc.
- -Perceptual Motor Development Books by Capon
- -World Book of Children's Games by Arnold
- -Games by Rockwell

DUTY/TASK NUMBER D29

Student Learning Activities	Teacher Activities
Exercise Have the students read Caring for Children pages 62-70 and complete a worksheet. Have an activity set up to work on each area of motor coordination with a card by each to explain how to do the activity. Allow time for the students to try each activity. Have the students write 5 activity cards for each area of motor coordination using a variety of resources. On each card include: - kind of motor coordination activity - name of activity - materials needed - directions for the activity Have the students write two lesson plans for motor coordination activities. Evaluate their plans using a checksheet. Have the students write a one week plan of motor coordination activities. In the plan have them include the kind of motor coordination and a written plan for each activity.	Review Ask the following questions: 1. Define motor coordination. 2. Tell why motor coordination activities are important. 3. Did you enjoy gym when you were in school? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan motor coordination activities then you will be all set to prepare the activity so that you can present it. Presentation View film "Every Child a Winner" and discuss. List what motor coordination is and the areas of motor coordination. Demonstrate how to plan a motor coordination activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 30

TASK:
Prepare motor coordination activities using a variety of resources to implement a prepared plan for motor coordination activities.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Gathered materials listed on lesson plan -	____	____
2. Developed activity -	____	____
3. Practiced activity -	____	____
4. Evaluated activity -	____	____
5. Set up activity to meet developmental goal -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
Balls; balance beam; hoops; climber or jungle gym; rock boat; wagons; scissors (left & right, child size) hollow blocks; tricycles; giant ride 'em truck; blocks (multiple sizes); ladder; beads to string; wooden puzzles. Outside - slide; sandbox; wheelbarrow; shovels; pails; scoops; sifters	

DUTY/TASK NUMBER D30

Student Learning Activities	Teacher Activities
Exercise Have the students prepare the motor coordination activities they wrote plans for.	Review Have 5 different motor activities set up with a piece missing from each. Divide the students up into 5 groups and have each group try one of the activities. Then discuss: 1. Were all the supplies provided? 2. Did you enjoy the activity? Why or why not? 3. Would you have prepared for this activity any differently? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare a motor coordination activity then you will be set to present it. Presentation List the steps (i.e., achievement indicators) of preparing a motor coordination activity. Demonstrate how to prepare a motor coordination activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 31

TASK:
Present motor coordination activities using a prepared plan to assist children in their total physical development.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Demonstrated steps of the activity for the children -	____	____
3. Explained steps of the activity to the children -	____	____
4. Had the children perform the activity -	____	____
5. Praised the children's efforts -	____	____
6. Evaluated activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
Balls; balance beam; hoops; climber or jungle gym; rock boat; wagons; scissors (left & right child size); hollow blocks; tricycles; giant ride 'em truck; blocks (multiple sizes); ladder; beads to string; wooden puzzles
Outside - slide; sandbox; wheelbarrow; shovels; pails; scoops; sifters

RESOURCES:

DUTY/TASK NUMBER D31

Student Learning Activities	Teacher Activities
Exercise Have the students present one motor coordination activity that they planned and prepared for to another student. Have them evaluate each others presentation using a prepared checksheet. Have the students present one or more motor coordination activities that they planned and prepared for in the lab nursery. Each student should be evaluated on their presentation using a checksheet. Have the students plan, prepare and present a motor coordination activity in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students presentation using a checksheet.	Review Ask the following questions: 1. What would some key points be to remember when presenting a motor coordination activity? 2. Do you feel it is important to provide a motor coordination activity daily for children? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present motor coordination activities then you assist children in their total development. Presentation List the steps of presenting a motor coordination activity (i.e., achievement indicators). Demonstrate how to present a motor coordination activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 32

TASK: Plan cognitive activities using a variety of resources and a knowledge of child development to organize the materials and steps of the activity.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Selected cognitive activity appropriate for age of children -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed for activity -	____	____
4. Listed steps in guiding the activity -	____	____
5. Described method of demonstrating steps of the activity -	____	____
6. Described method of explaining steps of the activity -	____	____
7. Described method of having children perform each step of the activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index cards

RESOURCES:

-Caring For Children by Draper
-Learning Through Play by Marzollo and Lloyd
-Workjobs by Baratta-Lorton
-Play Book by Caney's
-Recipes For Fun, More Recipes For Fun, Still More Recipes For Fun by Cole, Haas, Heller & Weinberger
-Teachables from Trashables by Linderman
-Let's Begin by Edmund

DUTY/TASK NUMBER D32

Student Learning Activities	Teacher Activities
Exercise Have the students read Caring for Children by Draper, Chapter 25. Have a variety, purchased and made, cognitive activities set out with cards explaining how to play each activity. Have the students play the activities. Have the students write 10 cognitive activity cards. Include on each card: - the name of the activity - materials needed - directions for the activity Have the students write two cognitive activity lesson plans. Evaluate their plans using a prepared checksheet.	Review Ask the following questions: 1. Define cognitive activities. 2. What are some cognitive activities you enjoyed as a preschooler? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan cognitive activities then you will be all set to prepare the activity so that you can present it. Presentation List the steps (i.e., achievement indicators) of planning a cognitive activity. Demonstrate how to plan a cognitive activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 33

TASK: Prepare cognitive activities using a variety of resources to implement a prepared plan for cognitive activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials listed on lesson plan -	____	____
2. Developed activity -	____	____
3. Practiced activity -	____	____
4. Evaluated activity -	____	____
5. Set up activity to meet developmental goal -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Use tools and equipment the same as - creative activities supplies
-wooden dominos
-lotto games

RESOURCES:

DUTY/TASK NUMBER D33

Student Learning Activities	Teacher Activities
Exercise Have the students prepare the cognitive activities they planned for. Have students pair up and make a cognitive game.	Review Have a cognitive activity made teaching numbers. Have it made wrong. Then ask the students the following questions? 1. Would you use this activity with children? Why or why not? 2. Is it important that the information is correct in an activity? Why or why not? 3. Have you ever tried to do an activity or game and it was missing pieces or had misinformation in it? If so how did it make you feel? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare a cognitive activity then you will have all the pieces and information so that the activity can be presented. Presentation List the steps (i.e., achievement indicators) of preparing a cognitive activity. Demonstrate how to prepare a cognitive activity. Make a cognitive activity and have the students make it along with you. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 34

TASK: Present cognitive activities using a prepared plan to teach children basic skills they need.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Demonstrated steps of the activity for the children -	____	____
3. Explained steps of the activity to the children -	____	____
4. Had children perform the activity -	____	____
5. Praised the children's efforts -	____	____
6. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Use tools and equipment the same as - creative activities supplies
-wooden dominos
-lotto games

RESOURCES:

DUTY/TASK NUMBER D34

Student Learning Activities	Teacher Activities
Exercise Have the students present one cognitive activity that they have planned and prepared to another student. Have them evaluate each others presentation using a prepared checksheet. Have students present one or more cognitive activities that they have planned and prepared in the lab nursery. Each student should be evaluated on their presentation. Have the student plan, prepare and present a cognitive activity in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students presentation using a checksheet.	Review Ask the following questions: 1. How do you know if you did a good job of presenting a cognitive activity? 2. Do you feel most cognitive activities should be self explanatory or not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present a cognitive activity then you will be assisting children in their intellectual development. Presentation List the steps (i.e., achievement indicators) of presenting a cognitive activity. Demonstrate how to present a cognitive activity. Present the activity that you made in preparing a cognitive activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 35

TASK: Plan self-help activities using a variety of resources and a knowledge of child development to organize materials and steps of the activity.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected self-help activity appropriate for age of children -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed -	____	____
4. Listed steps of the activity -	____	____
5. Described method of demonstrating each step of the activity -	____	____
6. Described method of explaining each step of the activity -	____	____
7. Described method of having children perform each step of the activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

- DuKane Filmstrip Projector
- Index cards

RESOURCES:

- Filmstrip - "Bathing and Dressing and Toilet Training" - Helping Preschoolers Help Themselves Parents Magazine
- PREP by Bert
- Playgroup Handbook by L. Broad
- Recipes For Fun, More Recipes For Fun, Still More Recipes For Fun by Cole, Haas, Helles & Weinberger

DUTY/TASK NUMBER D35

Student Learning Activities	Teacher Activities
Exercise Pair students up and give each pair of students a self-help skill to work on with children. Have them find an activity to work on that skill and write a plan for that activity. Have the students write 10 self-help activity cards using a variety of resources. Include on each card: - kind of self-help activity - name of activity - materials needed - directions for the activity Have the students write two self-help activity plans. Evaluate the plans using a prepared checksheet.	Review Divide the students into small groups. Have each group list self-help skills that should be worked on for each age group. Discuss all groups lists. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan self-help activities then you will be all set to prepare the activity so that you can present it. Presentation List the variety of self-help skills to work on with children. List the steps (i.e., achievement indicators) of planning self-help activities. Demonstrate how to plan a self-help activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 36

TASK: Prepare self-help activities using a variety of resources to implement a prepared plan for self-help activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials -	____	____
2. Developed activity -	____	____
3. Practiced activity -	____	____
4. Evaluated activity -	____	____
5. Set up activity to meet developmental goal -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

- -Sewing cards
- -Dressing Vests
- -Dressy Bessy

RESOURCES:

DUTY/TASK NUMBER D36

Student Learning Activities	Teacher Activities
Exercise Have students that were paired up and had to plan an activity prepare it. Have students prepare the two self-help activities they planned.	Review Ask the following questions: 1. If you are going to teach the skill of zipping to children would it be better to have one item to zip or 10? Why? 2. What props would you use to work on zipping? Where would you get the props? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare a self-help activity then you will be all set to present the activity to children. Presentation List the steps (i.e., achievement indicators) of preparing a self-help activity. Demonstrate how to prepare a self-help activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 37

TASK: Present self-help activities using a prepared plan to teach children skills to be independent.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Demonstrated steps of the activity for the children -	____	____
3. Explained steps of the activity to the children -	____	____
4. Had the children perform steps of the activity -	____	____
5. Praised the children's efforts -	____	____
6. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Sewing cards
-Dressing Vests
-Dressy Bessy

RESOURCES:

DUTY/TASK NUMBER D37

Student Learning Activities	Teacher Activities
Exercise Have students that were paired up to plan and prepare a self-help activity present it to other students. Have the students evaluate one anothers presentation using a prepared checksheet. Have students present one or more self-help activities in the lab nursery. Evaluate the student on their presentation using a checksheet. Have students plan, prepare and present a self-help activity in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students presentations using a checksheet.	Review Have a video tape of a teacher presenting a self-help activity to preschoolers. Have good and bad parts in the presentation. Discussion: 1. Did the children understand what they were to do? 2. Did the teacher show the children what to do? 3. Do you feel the teacher did a good job of presenting the activity? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present self-help activities then you will be assisting children in survival skills. Presentation List the steps (i.e., achievement indicators) of presenting self-help activities. Demonstrate how to present self-help activities. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 38

TASK: Plan musical activities using a variety of resources and a knowledge of child development to organize materials and steps of the activity.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected a musical activity -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed for activity -	____	____
4. Listed steps of guiding the activity -	____	____
5. Described method of demonstrating steps of the activity for the children -	____	____
6. Described method of explaining steps of the activity to the children -	____	____
7. Described method of having children perform each step of the activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Musical instruments -
- -drums
- -rhythm sticks
- -tamborines
- -tonettes
- -bells
- -triangles

-Piano
-Record player & tape recorder -Index cards

RESOURCES:

-Filmloop - Music & Sounds
- Movement, Rhythm, & Dance - Childcraft
-Records - Hap Palmer and Ella Jenkins
-Caring For Children by Draper
-A Child Goes Forth by Taylor
-Rhythm & Movement by Wilt & Watson
-Singing Fun (BK I & BK II) McGraw Hill BK
-Swinging on A Tune by Eberhart

DUTY/TASK NUMBER D38

Student Learning Activities	Teacher Activities
Exercise Have students read Caring for Children by Draper, pp. 429-431 and A Child Goes Forth by Taylor, pp. 65-71. Complete a worksheet on both readings. Have students write 10 musical activity cards. Include on the cards: - kind of musical activity - name of the activity - materials needed - directions and/or words for the activity Have students write two plans for musical activities to do with children. Evaluate the plans using a prepared checklist. (You may want to assign the activities to get a variety of ideas.)	Review Ask the following questions: 1. Have any of you ever played a musical instrument? If so which one? 2. Do you enjoy music? 3. Why do you think it would be important to plan for a musical activity? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan a musical activity then you will be all set to prepare the activity so that you can present it. Presentation View filmloop "Music and Sounds" by Childcraft. Discuss. List the different kinds of musical activities and give an example of each kind. View filmloop "Movement, Rhythm, Dance" by Childcraft. Discuss. List the steps (i.e., achievement indicators) of planning a musical activity. Demonstrate how to plan a musical activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 39

TASK:
Prepare musical activities using a variety of resources to implement a prepared plan for musical activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials listed on lesson plan -	____	____
2. Practiced musical activity -	____	____
3. Evaluated activity -	____	____
4. Set up musical activity to meet developmental goal -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
-Musical instruments -
-drums
-rhythm sticks
-tamborines
-tonettes
-bells
-triangles
-Piano
-Recorder
-Index cards

RESOURCES:

DUTY/TASK NUMBER D39

Student Learning Activities	Teacher Activities
Exercise Have students divide up into groups. Each group is given a record with a song and/or activity on it to learn and present to the class. Have the students prepare the two musical activities they planned for.	Review Ask the following questions: 1. Have you ever had to sing or play an instrument in front of people? Did you enjoy it? Why or why not? Did you ever forget a line or two? 2. Do you think you will enjoy presenting musical activities? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare a musical activity then you will be all set to present it. Presentation List the steps (i.e., achievement indicators) of preparing a musical activity. Demonstrate how to prepare a musical activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 40

TASK: Present musical activities using a prepared plan to motivate children to express themselves.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Presented activity -	____	____
3. Had children perform steps of the activity -	____	____
4. Praised children's efforts -	____	____
5. Evaluated activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Musical instruments -
- -drums
- -rhythm sticks
- -tamborines
- -tonettes
- -bells
- -triangles

-Piano
-Record player & recorder
-Index cards

RESOURCES:

DUTY/TASK NUMBER D40

Student Learning Activities	Teacher Activities
Exercise Have the students present one musical activity they planned and prepared to each other. Have the students evaluate one another using a prepared checksheet. Have the students present one or more musical activities that they planned and prepared in the lab nursery. Evaluate the students presentations. Have the students plan, prepare, and present a musical activity in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students presentations using a checksheet.	Review Ask the following questions referring back to the presentation the teacher did when he/she presented a sample of the different kinds of musical activities. 1. Did the teacher seem prepared? 2. Were directions clear? 3. Were you praised for your efforts? 4. Would you have presented the activities differently? If so, how? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present musical activities then you will turn children on to another way to express themselves so that they can feel good about themselves. Presentation List the steps (i.e., achievement indicators) of presenting a musical activity. Demonstrate how to present a musical activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 41

TASK: Plan science activities using a variety of resources and a knowledge of child development to organize the materials and steps of the activity.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected a science activity appropriate for the age of the children -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed for the activity -	____	____
4. Listed steps in guiding the activity -	____	____
5. Described method of demonstrating steps of the activity -	____	____
6. Described method of explaining steps of the activity to the children -	____	____
7. Described method of having children perform each step of the activity -	____	____
8. Described the different senses the children will use during the activity -	____	____
9. Listed questions to ask children about the activity -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

- -Filmloop projector
- -Index cards

RESOURCES:

- -Let's Find Out by Shapp
- -Science Experiences by Beadrick
- -Magazines - Ranger Rick and Your Big Backyard National Wildlife Federation, 8925 Leesburg Pike, Vienna, VA 22180
- -Caring For Children by Draper
- -A Child Goes Forth by Taylor
- -Filmloop - "How Science and Math Grow Together" by Childcraft
- -Let's Play Science by Mary Stetten
- -Nature Activities For Early Childhood by Janet Nickelsburg
- -Create and Explore by Hibner and Cromwell

DUTY/TASK NUMBER D41

Student Learning Activities	Teacher Activities
Exercise Have students read the following and complete a worksheet on each reading. - A Child Goes Forth by Taylor, pp. 75-84. - Caring for Children by Draper, pp. 434-437. Have 10 different science activities set up with a card by each to explain how to do it. Have the students do each activity and for each activity have them list three things you learn by doing the activity. Have students write 10 science activity cards using a variety of resources. On each card include: - kind of science activity - name of activity - materials needed - directions of the activity - kinds of questions to ask the children Have students write two science activity plans. Evaluate the plans using a prepared checksheet. (You may want to assign the activities to get a wide variety of ideas.)	Review Take students on a hike and have them collect objects. When you return have the students list everything they learned from the activity and/or children could learn from the activity. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan a science activity then you will be all set to prepare the activity so that you can present the activity. Presentation View filmloop "How Science and Math Grow Together" by Childcraft. Discuss. List all the areas of science. Give examples of activities for the various areas. List the steps (i.e., achievement indicators) of planning a science activity. Demonstrate how to plan a science activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 42

TASK: Prepare science activities using a variety of resources to implement a prepared plan for science activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials listed on lesson plan -	____	____
2. Constructed activity, if necessary -	____	____
3. Practiced activity -	____	____
4. Evaluated activity -	____	____
5. Set up activity to meet developmental goal -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

- -Magnifying glass
- -Scales
- -Magnets
- -Thermometer (large)
- -Pets
- -Sand/Water Table
- -Range with stove
- -Refrigerator
- -Kitchen and baking utensils

RESOURCES:

DUTY/TASK NUMBER D42

Student Learning Activities	Teacher Activities
Exercise Have the students prepare the two science activities they planned.	Review Present a science activity, such as fizzle fun, and do it wrong. Then ask the following questions: 1. If you presented an activity to children and it didn't work how would you feel? What would you do? 2. How could the teacher have prevented the activity from not working? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare a science activity then you will be all set to present the activity. Presentation List the steps (i.e., acnievement indicators) of preparing a science activity. Demonstrate how to prepare a science activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 43

TASK: Present science activities using a prepared plan to assist children in learning about the world around them.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Demonstrated steps of the activity to the children -	____	____
3. Explained steps of the activity to the children -	____	____
4. Had the children perform steps of the activity -	____	____
5. Guided children in using their senses during the activity -	____	____
6. Praised the children's efforts -	____	____
7. Asked children questions about the activity -	____	____
8. Evaluated activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
- -Magnifying glass
- -Scales
- -Magnets
- -Thermometer (large)
- -Pets
- -Sand/Water table
- -Range with stove
- -Refrigerator
- -Kitchen and baking utensils

RESOURCES:

DUTY/TASK NUMBER D43

Student Learning Activities	Teacher Activities
Exercise Have the students present one science activity they planned and prepared to each other. Have the students evaluate one another using a prepared checksheet. Have the students present one or more science activities that they planned and prepared in the lab nursery. Evaluate the students presentations. Have the students plan, prepare, and present a science activity in the community at a child care center, special education center, elementary school, etc. Have the supervisor evaluate the students presentations using a checksheet.	Review Ask the following questions: 1. How would you present a science activity? 2. Do you feel a science activity daily is important? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present a science activity then you will be able to assist children in learning about the world around them. Presentation List the steps (i.e., achievement indicators) of presenting a science activity. Demonstrate how to present a science activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 44

TASK:
Plan non-sexist activities using a variety of resources and a knowledge of child development to organize materials and steps of the activity.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected an activity that is usually identified by one sex -	____	____
2. Stated developmental goal -	____	____
3. Listed materials needed -	____	____
4. Listed steps of the activity -	____	____
5. Described method of encouraging both sexes to participate in activity -	____	____
6. Described method of demonstrating steps of the activity for the children -	____	____
7. Described method of explaining the steps of the activity to the children -	____	____
8. Described method of having children perform steps of the activity -	____	____
9. Listed questions to discuss following the activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
-Film projector
-Record player
-Index cards

RESOURCES:
-Film - "Free To Be You And Me"
-Record - "Free To Be You And Me"
-The Scrap Book by N.S. Perry

DUTY/TASK NUMBER D44

Student Learning Activities	Teacher Activities
Exercise Hvae the students evaluate 10 childrens books to see if they teach inequality or equality. Have them tell why they evaluated the book the way they did. Have students list three shows that exhibit equality and three shows that exhibit inequality. Then have them tell why they evaluated the show the way they did. Have the students listen to the record "Free to Be .. You and Me" and have them write what each song means to them. Give the students a list of activities to do with preschoolers. Have the activities be ones that were traditionally associated with one sex. Then in small groups or individually have the students tell how they would plan for this activity so both sexes would get involved.	Review Have students complete a questionnaire on stereotypes. Then ask the following questions: 1. What statements to you agree with and disagree with? Why? 2. Do you feel boys and girls should be exposed and allowed to participate in the same activities? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan a non-sexist activity then you will be able to prepare the activity so that it can be presented. Presentation View film "Free to Be .. You and Me". Have students complete worksheet on the film. List the steps (i.e., achievement indicators) of planning a non-sexist activity. Demonstrate how to plan a non-sexist activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 45

TASK: Prepare non-sexist activities using a variety of resources to implement a prepared plan for non-sexist activities.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Gathered materials needed -	____	____
2. Developed activity -	____	____
3. Evaluated activity -	____	____
4. Set up activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:
-Use equipment available in the child care center.	

DUTY/TASK NUMBER D45

Student Learning Activities	Teacher Activities
Exercise Have the students prepare two non-sexist planned activities.	Review Ask the following questions: 1. What would you do to prepare a non-sexist activity? 2. Do you feel it is important to be prepared to present an activity? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to prepare a non-sexist activity then you will be all set to present it. Presentation List the steps (i.e., achievement indicators) of preparing a non-sexist activity. Demonstrate how to prepare a non-sexist activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products.

DUTY: Organizing Activities & Programs	**DUTY No.** D
	TASK No. 46

TASK:
Present non-sexist activities using a developed plan to assist children in being aware of their human potential.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Obtained children's attention -	____	____
2. Presented activity -	____	____
3. Had children perform activity -	____	____
4. Praised children's efforts -	____	____
5. Discussed questions listed on lesson plan with children -	____	____
6. Evaluated activity -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
-Use equipment available in the child care center.	

DUTY/TASK NUMBER D46

Student Learning Activities	Teacher Activities
Exercise Have the students present one non-sexist activity to other students. Have the students evaluate one another using a prepared checksheet. Have the students present one or more non-sexist activities in the lab nursery. Evaluate the students presentations using a checksheet. Have the students plan, prepare, and present a non-sexist activity in the community at a child care center, special education school, elementary school, etc. Have the supervisor evaluate the students presentations using a checksheet.	Review Present a non-sexist activity to the students. Make sexist comments during the presentation. Then ask the following questions: 1. How did the comments make you feel? 2. Do you feel this presentation would teach children anthing? If so, what? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to present non-sexist activities then you will be providing an environment of equality so that children can feel good about themselves and what they want to do. Presentation List the steps (i.e., achievement indicators) of presenting a non-sexist activity. Demonstrate how to present a non-sexist activity. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 47

TASK: Plan a field trip using available community resources and a knowledge of child development to prepare the steps of the trip.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected place for the field trip -	____	____
2. Visited place prior to field trip -	____	____
3. Described what the children would do on the trip -	____	____
4. Explained how long the trip would be -	____	____
5. Described method of preparing children for the trip -	____	____
6. Listed limits to be set -	____	____
7. Selected form of transportation -	____	____
8. Described follow-up activity after the trip -	____	____
9. Described questions to ask children during the trip to encourage use of the five senses -	____	____
10. Determined regulations for the field trip (i.e. Department of Social Services, Department of Education) -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

-Index cards

RESOURCES:

-10 Minute Field Trips by Russell
-Yellow Pages of Learning Resources by the Massachusetts Institute of Technology
-A Child Goes Forth by Taylor
-Telephone book

DUTY/TASK NUMBER D47

Student Learning Activities	Teacher Activities
Exercise Divide students up into small groups. Have each group list all of the places in the community that they could take children to on a field trip. Group with the longest list gets a prize. Share lists with total group. Have the students, in small groups or individually, contact 5 places they identified for field trips and find out: - the contact person - list of what the children would see and could actually do - list of limits that would need to be set In small groups or individually have the students list as many follow up activities as they can think of for each of the 5 places they listed in the previous activity. Share with the total group. Have the students write two field trip plans. Evaluate the plans using a prepared checksheet. Have the students read and complete a worksheet on the following: - A Child Goes Forth, pp. 105-111	Review Divide the students into small groups. Give each group a site for a field trip. Then have then list the steps they would take to plan for the trip. Share with the total group. Review what the students have learned previous to begining this new task. Overview Tell what is to be taught and why it is important. If you know how to plan a field trip then you will be ready to set it up so that you can implement it. Presentation List the steps (i.e., achievement indicators) for planning a field trip. Demonstrate how to plan for a field trip. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs

DUTY No. D

TASK No. 48

TASK: Arrange a field trip using available community resources to implement a prepared plan for a field trip.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Arranged date for the trip -	____	____
2. Arranged time for the trip -	____	____
3. Prepared permission slips for children -	____	____
4. Met regulations for field trip -	____	____
5. Arranged transportation for the trip -	____	____
6. Gathered materials for follow-up activity -	____	____
7. Listed teachers or parents assisting with trip -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
-Telephone
-Materials listed for creative activities

RESOURCES:

DUTY/TASK NUMBER D48

Student Learning Activities	Teacher Activities
Exercise Have the students arrange for a field trip for the lab nursery children.	Review Have students demonstrate how they would contact a business to set up a field trip. Discuss each presentation. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to arrange a field trip then you will be all set to implement a field trip. Presentation Discuss permission slips, their importance, and what needs to be in them. List the regulations for field trips as stated by the Department of Social Services. List the steps (i.e., achievement indicators) for preparing a field trip. Demonstrate how to arrange a field trip. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Organizing Activities & Programs	DUTY No. D
	TASK No. 49

TASK: Implement a field trip using a prepared plan to enhance children's awareness of their community.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Made a presentation to the children about the trip -	____	____
2. Described limits for the trip -	____	____
3. Arranged for adequate adult supervision as required by employer -	____	____
4. Guided field trip -	____	____
5. Answered questions during the trip -	____	____
6. Asked children questions during the trip to encourage use of the five senses -	____	____
7. Evaluated field trip -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:
-Telephone -Materials listed for creative activities	

DUTY/TASK NUMBER D49

Student Learning Activities	Teacher Activities
Exercise Have the students implement the field trip they planned and arranged for the lab nursery. Evaluate the students field trip using a prepared checksheet. Have the students plan, arrange, and implement a field trip for a child care center. Have the supervisor evaluate the plan and the trip.	Review Take students on a mini field trip in your facilities and do everything wrong. Then in small groups have the students list all the things you did right and all the things you did wrong. Discuss as a total group. Review what the students have learned previous to beinning this new task. Overview Tell what is to be taught and why it is important. If you know how to implement field trips then children will be more aware of their world. Presentation List the steps (i.e., achievement indicators) of implementing a field trip. Demonstrate how to implement a field trip by taking the students to another program in your facilities. Conduct it as if they were preschoolers. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Health and Safety Procedures

DUTY No. E

TASK No. 1

TASK:
Identify safety hazards using the environment and a knowledge of child development to correct the hazards.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Identified ages of children -	____	____
2. Listed safety hazards in classroom or home according to age of children -	____	____
3. Listed safety hazards in bathroom area according to age of children -	____	____
4. Listed safety hazards in playground area according to age of children -	____	____
5. Listed safety hazards in transportation area according to age of children -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Services' regulations.

TOOLS AND EQUIPMENT:
-Filmstrip Projector

RESOURCES:
-Kit from the Traffic Safety Program For Young Children - 1604 Johnson, Saginaw, MI 48601
-Film - "250,000 Ways To Destroy A Childs Life Without Leaving Home" - Poison Control Center
-Caring For Children by Draper

DUTY/TASK NUMBER E1

Student Learning Activities	Teacher Activities
Exercise Have students read Caring For Children by Draper pages 170-192 and answer the questions at the end of the chapter. Develop a crossword puzzle about safety and have the students complete it. Have the students develop a checklist to use to evaluate the environment to see if it is safe. Then have the students use the checklist to evaluate- -their home -a friend's home -the lab nursery -a playground There are a variety of student activities for this task in Caring For Children by Draper on page 193.	Review Have the students empty their purses and/or pockets. Then have them sort the items into dangerous and nondangerous items for an infant. Then discuss why they divided the items the way they did. Now, have them sort the items for a 3 year old. Discuss. Ask the students if they feel safety is important in working with kids. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you are aware of the safety hazards in your environment then you will be able to take precautions so that you can make the environment safer for children. Presentation View film "250,000 Ways to Destroy A Child's Life Without Leaving Home" and complete worksheet. Divide students into 8 groups. Give each group an area (home, bathroom, playground, transportation) to list all of the hazards for. Each area will have 2 groups competing with one another for the longest list. Share with total group. Review the list of hazards for the various areas and identify which hazards would relate to infants, school age children, be specific. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Health and Safety Procedures	**DUTY No.** E
	TASK No. 2

TASK:

Correct safety hazards using areas identified and available resources to maintain a safe environment for children.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Described safety hazards -	____	____
2. Described method of correcting safety hazards -	____	____
3. Corrected safety hazards -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
	-Home and area child care centers

DUTY/TASK NUMBER E2

Student Learning Activities	Teacher Activities
Exercise Develop a list of 20 household items that are a hazard and have the students list: -if they have these items in their house -where these items are kept -where the items should be kept Have the students identify a safety hazard and correct it in the following places: -at home -in the lab nursery	Review On a table have: Comet, nail polish remover, bleach, scissors, deodorant, air freshener, plant, matches and pins. Ask the students what they all have in common (dangerous to children). Then have them tell you where each of those items is kept in their house. Discuss where they should be kept. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to correct safety hazards then you will make the environment safe for children. Presentation Have in a guest speaker from your area poison control center. List several kinds of safety hazards and ways to correct the safety hazards. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Health and Safety Procedures	DUTY No. E
	TASK No. 3

TASK:
Identify causes and effects using available resources to understand child abuse and neglect.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed possible causes of child abuse and neglect -	____	____
2. Described various types of child abuse -	____	____
3. Described various types of child neglect -	____	____
4. Described affect of child abuse on child's development -	____	____
5. Described affect of child neglect on child's development -	____	____
6. Described how abusive parents can be helped -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and Protective Services.

TOOLS AND EQUIPMENT:	RESOURCES:
	Protective Services Person

DUTY: Using Health and Safety Procedures	DUTY No. E
	TASK No. 4

TASK:
Identify procedures using available resources from Protective Services to report suspected child abuse.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described concerns of health and/or safety in the home of a child (physical and/or emotional) -	____	____
2. Described facility procedures for reporting child abuse and neglect -	____	____
3. Described Michigan Law for reporting child abuse and neglect -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Protective Services.

TOOLS AND EQUIPMENT:	RESOURCES: Protective Services Person

DUTY: Using Health and Safety Procedures	DUTY No. E
	TASK No. 5

TASK:
Identify symptoms of common illnesses using observation techniques and stated quidelines from the Health Department to determine appropriate action.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Listed signs of a healthy child -	____	____
2. Listed signs of an unhealthy child -	____	____
3. Listed symptoms, incubation periods, and what to do with common communicable childhood diseases -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
	A Sigh of Relief by Green Caring for Children by Draper Public Health Nurse

DUTY/TASK NUMBER E5

Student Learning Activities	Teacher Activities
Exercise Have the students read Caring for Children by Draper, pp. 150-169 and 194-205 and answer the questions at the end of each chapter. Give the students a worksheet that lists a variety of illnesses and room for them to write the symptoms for each and how to care for each. A good resource for this is the book A Sigh of Relief. There are a variety of student activities for this task in Caring for Children by Draper, p. 169.	Review Ask the following questions: 1.-How would you know if a child had the following diseases: -Pinkeye -Scabies -Ringworm 2.-What would you do for a child with any of those diseases? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you can identify the symptoms of illnesses then you will be able to care for children with common illnesses. Presentation Have the public health nurse in as a guest speaker to discuss common illnesses. List the signs of healthy and unhealthy children. List the symptoms, incubation periods and what to do with common communicable childhood diseases. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Health and Safety Procedures	**DUTY No.** E
	TASK No. 6

TASK:
Utilize procedures using available resources to care for children with common illnesses.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Identified a child with an illness -	____	____
2. Isolated child in specified area of facility -	____	____
3. Notified parent (director may wish to do this) -	____	____
4. Cared for sick child -	____	____
5. Sanitized equipment and materials used by sick child -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Services guidelines.

TOOLS AND EQUIPMENT:	**RESOURCES:**
All purpose bed (ill child-isolation)	

DUTY/TASK NUMBER E6

Student Learning Activities	Teacher Activities
Exercise Divide students in to small groups. Have each group demonstrate, through a role play situation, how to care for a child with a specific disease. Give each group a different disease. Have the students evaluate one another on whether they handled the situation correctly.	Review Ask the following questions: 1. If you knew a child you were caring for had a communicable disease what would you do? 2. Do you feel a parent should send their child to school with a bad cold? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to care for children with common illnesses then you will be helping them with their physical development. Presentation List the steps of caring for an ill child (ie - achievement indicators). Demonstrate how to care for a child that you feel has the chicken pox. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Health and Safety Procedures	DUTY No. E
	TASK No. 7

TASK:
Identify basic first aid procedures using Basic First Aid training to care for an injured person.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed steps for performing cardiopulmonary resuscitation -	____	____
2. Listed steps for temperature taking -	____	____
3. Listed steps for treating someone for shock -	____	____
4. Listed steps for attending a bleeding wound -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:
Provided by American Red Cross Thermometers	American Red Cross resource person

DUTY/TASK NUMBER E7

Student Learning Activities	Teacher Activities
Exercise Have the students practice the CPR and basic first aid procedures under the supervision of a Red Cross instructor. Have the students practice taking each others temperature. Have 10 thermometers out for the students to read.	Review Have a person from the Red Cross come in and fake an accident. See what the students do. Then discuss the situation: 1. Did you know what to do? 2. Were you willing to help? 3. What if you had been the only person here, would you have helped this person? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know basic first aid procedures then you will be able to care for children in any situation. Presentation Have the Red Cross come in and present CPR and the basic first aid course to the class. List the steps of temperature taking. Demonstrate how to take a temperature. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Health and Safety Procedures	DUTY No. E
	TASK No. 8

TASK: Conduct emergency drills using a knowledge of facility procedures to direct children to safety.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Directed children according to procedures established by the facility -	____	____
2. Conducted self appropriately to role -	____	____
3. Took necessary action to secure facility -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
Alarm for a fire and tornado drill	Fire and tornado procedures from several child care centers

DUTY/TASK NUMBER E8

Student Learning Activities	Teacher Activities
Exercise Have the students conduct a tornado and fire drill in the lab nursery. Evaluate them by using a prepared checksheet. Have the students plan, prepare and display a bulletin board on fire safety for the children on what to do for emergency drills. Have the students write and illustrate a book on tornado or fire safety drills. Have the students conduct tornado and fire drills out at an area child care center. Have the supervisor evaluate the student on guiding the children in the drills using a checksheet.	Review Have a surprise fire drill or tornado drill and see what the students do. Then discuss: 1. How did you know what kind of drill it was? 2. What if you had been working with the children in the lab nursery, what would you have done? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to conduct emergency drills then you will be able to guide children to safety. Presentation List the steps of conducting a tornado and fire drill. Demonstrate how to conduct a tornado and fire drill. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Health and Safety Procedures

DUTY No. E

TASK No. 9

TASK:
Clean facilities using appropriate equipment and materials to keep area clean.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed areas to be cleaned -	____	____
2. Listed items to be cleaned in each area -	____	____
3. Obtained instructions on cleaning each area -	____	____
4. Gathered necessary equipment and supplies -	____	____
5. Listed areas children could assist with -	____	____
6. Cleaned areas -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
-Sponges
-Paper towels
-Window cleaner
-Disinfectant
-Cleanser for sink
-Broom and dust pan
-Mop and pail
-Vacuum cleaner
-Sink
-Dust cloth

RESOURCES:

DUTY/TASK NUMBER E9

Student Learning Activities	Teacher Activities
Exercise Divide students into small groups and give each group an area or item to clean. Have them find out how to clean it and with what. Then have them clean it and share with the class how they did it. As a class evaluate each group. (You may want to have a card made for areas and/or items that list how to clean them and with what.) Have the students make a checksheet for clean up in the lab nursery. This checksheet could then be used to evaluate them on their clean up after they work in the nursery each time. Have students individually or in small groups make a clean up chart that they could use in the lab nursery. The chart needs to include areas to be cleaned and who will clean them. Have the students individually or in small groups write and illustrate a book or chart for preschoolers on how to clean the areas in the lab nursery. Then use the books and/or charts with the children.	Review Divide the students into small groups and give each group an item to clean. Then discuss how they cleaned it and what they used to clean it. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to clean a facility, then you will be able to keep it clean. Presentation List a variety of items to be cleaned in a child care center and how to clean them. Demonstrate how to clean several items using appropriate equipment and supplies. List the areas children could assist you in with the cleaning. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Health and Safety Procedures	DUTY No. E
	TASK No. 10

TASK: Identify procedures using appropriate resources to assist in toilet training a child.

ACHIEVEMENT INDICATORS:

The learner:	Yes	No
1. Described toilet training readiness -	___	___
2. Listed steps of toilet training -	___	___
3. Listed helpful hints for people assisting with toilet training -	___	___

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
DuKane Filmstrip projector
Potty Chair

RESOURCES:
Filmstrip - "Bringing Up Children"--Bathing, Dressing & Toilet Training" - Filmstrip #4 by Parents Magazine
Pamphlet - "Toilet Training Made Easy" By Dr. T. Berry Brazelton, M.D.

DUTY/TASK NUMBER E10

Student Learning Activities	Teacher Activities
Exercise Have the students view the filmstrip - "Bringing Up Children--Bathing, Dressing & Toilet Training", Filmstrip #4 by Parents Magazine. Have a worksheet for them to complete on the filmstrip. Have the students read the pamphlet "Toilet Training Made Easy" by Dr. T. Berry Brazelton, M.D. and complete a worksheet on the reading.	Review Ask the following questions: 1-How old should a child be when you start to toilet train them? Why? 2-At what age should a child be mastering toileting skills? Why? 3-How would you go about toilet training a child? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know the procedures of toilet training, then you will make the skill the child's accomplishment so that he/she will feel good about themselves. Presentation List the steps of toilet training and when you should start toilet training a child. Demonstrate by using the equipment for toilet training (a doll). Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Providing Food Service Activities	**DUTY No.** F
	TASK No. 1

TASK:
Plan foods using a knowledge of nutrition to enhance a child's well-being.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Selected nutritional food appropriate for child's dietary needs -	____	____
2. Selected food with variety of taste, color, & texture -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
	Michigan Dairy Council Caring For Children by Draper

DUTY/TASK NUMBER F1

Student Learning Activities	Teacher Activities
Exercise Have the students read Caring for Children by Draper, pp. 206-217. Have the students answer the questions on page 218. Have the students plan a week's menu for a child care center. Evaluate their menu. There are a variety of other students' activites for this task in Caring For Children by Draper on page 219.	Review Have a variety of food out for the students to: -Sample -Identify by name -Identify what food group they are from Then discuss: -Is good nutrition important? Why or why not? -What are your eating habits? -How do you feel today? What did you eat today? -What did you think of the foods you sampled? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to plan nutritional meals then you will be able to prepare food that will help children to be healthy. Presentation Presentation by the Michigan Dairy Council. List the steps of planning nutritional meals. Demonstrate how to plan nutritional meals. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Providing Food Service Activities	**DUTY No.** F
	TASK No. 2

TASK: Implement eating time using a prepared meal and a knowledge of child development to assist children in becoming independent.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Prepared serving area -	____	____
2. Placed food in serving dishes -	____	____
3. Provided appropriate supervision -	____	____
4. Cleaned serving area -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

Plates
Cups
Napkins
Pitchers
Bowls
Silverware
Sponges
Serving Bowls

RESOURCES:

Caring For Children - by Draper

DUTY/TASK NUMBER F2

Student Learning Activities	Teacher Activities
Exercise Have the students develop a handout for the lab nursery parents on tips for meal time with preschoolers. Have the students guide snack time in the lab nursery. Evaluate them using a prepared checksheet. Have the students guide snack or meal time in an area child care center. Hav the supervisor evaluate the student using a checksheet.	Review Do a skit of meal time in a child care center and do everything wrong. Use the students as preschoolers. Then discuss: -How would you like lunch time like this everyday? Why or why not? -What did you like and dislike about this meal time? -What would you do differently? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to implement meal time then it will be a learning time for children as well as a relaxing time. Presentation List the steps of preparing a serving area and how to serve food. List the steps to follow in guiding meal time (Caring For Children by Draper, pp. 208-209.) Demonstrate, using the students, the proper way to implement meal time. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Clerical Activities	**DUTY No.** G
	TASK No. 1

TASK:
Demonstrate proper telephone etiquette using a facility telephone to assist a caller.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Answered telephone -	____	____
2. Told the caller the name of the facility, his/her name, and title -	____	____
3. Asked "May I help you?" -	____	____
4. Asked the caller to wait while he/she located person being called (if present) -	____	____
5. Asked for a message if person is unavailable -	____	____
6. Thanked caller for telephoning -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**
Telephone	

DUTY/TASK NUMBER G1

Student Learning Activities	Teacher Activities
Exercise Have the students practice with one another the steps of answering the phone. Have them evaluate one another using a prepared checksheet. Have the students sign up for a day to answer the phone in your program area and evaluate them using a checksheet. Have the students be in charge of answering the phone in their home. Have a parent or guardian evaluate them using a checksheet.	Review Have a telephone conversation taped. Have the students list all the things that that person did wrong answering the phone. Discuss: -What was done wrong? -Why is it important to answer the phone in a certain way? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you are able to answer the telephone properly then you will be able to respond to the caller so that you are effective. Presentation List the steps of answering the telephone properly (i.e. achievement indicators). Demonstrate how to answer the phone properly. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Performing Clerical Activities

DUTY No. G

TASK No. 2

TASK:
Take ssages using pen and paper to process information for employer and/or employees.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Wrote caller's name on the message -	____	____
2. Wrote person to whom message was addressed -	____	____
3. Wrote date and time of call -	____	____
4. Wrote content of message to be left by caller -	____	____
5. Signed name to message -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:
Telephone Message Pads

RESOURCES:

DUTY/TASK NUMBER G2

Student Learning Activities	Teacher Activities
Exercise Have the students break into pairs and practice taking phone messages. Have the students evaluate one another using a prepared checksheet. Have the students sign up to answer the phone in your program area. Evaluate them on taking phone messages using a checksheet. Have the students answer the phone at home and take messages. Have a parent or guardian evaluate the messages using a checksheet.	Review On a tape recorder record a telephone conversation in which the caller wants to leave a message and gives you very little information. Ask the students: -If you were taking this call, what would the message look like? -What kinds of information should be included in a message? -Have you ever received a message that had misinformation in it or you never received the message? How did it make you feel? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you are able to take a telephone message then you will be able to gather the correct information so that the caller can respond to the caller in an effective manner. Presentation List the steps of taking a telephone message (i.e. achievement indicators). Demonstrate taking a telephone message. Write it on an overhead of a message pad. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Licensed Home Operator Procedures

DUTY No. H

TASK No. 1

TASK: Identify requirements using Department of Social Services resources to function as a licensed home operator.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed procedures for applying for a licensed home -	____	____
2. Listed records a licensed home operator must maintain on children -	____	____
3. Listed regulations for discipline -	____	____
4. Listed regulations for food -	____	____
5. Listed regulations for medication -	____	____
6. Listed regulations for an accident or illness -	____	____
7. Listed regulations for a daily schedule -	____	____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES: Department of Social Services Rules and Regulations for Licensed Home Operators

DUTY/TASK NUMBER H1

Student Learning Activities

Exercise

Divide students into small groups. Give each group a sample plan for a licensed home for each of the areas listed to evaluate. They need to see if it meets all of the Department of Social Services regulations. Then they can share their evaluation with the rest of the class.

Have the students do a bulletin board on being a licensed home operator. Include the forms to be kept when operating a licensed home, a sample daily schedule, discipline to be used and sample of daily menus.

Teacher Activities

Review

Ask the following questions:
- -Do you feel you should be required to have a license to babysit in your home?
- -Where do you go to apply for a license to baby sit in your home?
- -What are the requirements for Licensed Home Operators?

Review what the students have learned previous to beginning this new task.

Overview

Tell what is to be taught and why it is important. If you know the requirements to be a licensed home operator, then you will be able to implement those requirements so that you operate a quality licensed home.

Presentation

Have in a guest speaker from the Department of Social Services who licenses homes in your community.

List the procedures for applying for a license.

List and show samples of records to be kept

List regulations for:
- -discipline
- -food
- -medication
- -accident or illness
- -daily schedule

Demonstrate a licensed home plan for all of the above areas.

Exercise

Have students practice the skill they have learned. See student learning activities.

Summary

Summarize what has been learned:
- how it fits into the total job description
- how it fits with other job tasks or skills
- how it can be transferred to other skills or products

DUTY: Using Licensed Home Operator Procedures	DUTY No. H TASK No. 2

TASK:
Complete forms using forms designated by the Department of Social Services to apply for a license to be a licensed home operator.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Completed Children's Family Home Application -	____	____
2. Completed Supplemental Application for a Family Care Home License -	____	____
3. Completed Medical Release and Request for Information -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Services.

TOOLS AND EQUIPMENT:	RESOURCES:
	Department of Social Services Rules and Regulations for Licensed Home Operators

DUTY/TASK NUMBER H2

Student Learning Activities	Teacher Activities
Exercise Have the students complete all three forms presented to them using the information about themselves.	Review Ask the following questions: -What kinds of information do you feel the Department of Social Services would need to know about you? -Do you feel you are in good physical health to care for children? Is good physical health important in working with children? Why or why not? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to complete the forms to be a licensed home operator then you will be all ready to be evaluated by the Department of Social Services so that you can get your license. Presentation Show students a blank (overhead of each): -Children's family home application -Supplemental application for a family care home license -Medical release and request for information Demonstrate how to fill each form out using the blank overheads of each. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Licensed Home Operator Procedures	**DUTY No.** H
	TASK No. 3

TASK:
Gathered information using parents or guardians to complete all forms required concerning children to be a licensed home operator.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Had parent or guardian complete Child Information Card -	____	____
2. Had parent sign Statement for Provision of Discipline, Food, Medication and Health Information form -	____	____
3. Had parent submit copy of all child's shots -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Department of Social Services.

TOOLS AND EQUIPMENT:	**RESOURCES:**
	Department of Social Services Rules and Regulations for Licensed Home Operators

DUTY/TASK NUMBER H3

Student Learning Activities	Teacher Activities
Exercise Have the students complete the child information card and statement for provision of discipline, food, medication and health information form on themselves. Evaluate the forms to see if all of the information has been provided. The students could evaluate one another. Give the students the following forms, completed, but with some information missing from each. Have them identify the pieces that weren't completed: -Child information card -Statement for provision of discipline, food, medication and health information form -Child's shot record	Review Pass out a sample child information card. Have the students read it and then discuss the following: -Why is all of this information needed? -What if some of this information wasn't completed on the card? Would it matter? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know what kinds of information you need to have on each child then you will be able to service the children better so that you meet the requirements for operating a licensed home. Presentation Show students sample: -Child information card -Statement for provision of discipline, food, medication and health information form -Child's shot record Explain why each form is important, what is in each form and what needs to be completed in each form by the parent. Demonstrate what to look for in each form. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Licensed Home Operator Procedures

DUTY No. H

TASK No. 4

TASK:
Identify bookkeeping system using various bookkeeping resources to maintain records as a licensed home operator.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described system used to record income -	____	____
2. Described system used to record expenses -	____	____
3. Described procedures for reporting income quarterly to the Internal Revenue Service -	____	____
4. Described method of calculating and reporting Social Security payments -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

Paper and pencils

RESOURCES:

DUTY/TASK NUMBER H4

Student Learning Activities	Teacher Activities
Exercise Have the students set up a bookkeeping system that they could use in their home if they were to care for children. Have the students develop a bookkeeping system that they could personally use. Give the students a list of incomes to calculate the payments for Social Security.	Review Divide the students into small groups. Give each group some play money and say that this is the payment for one week for a child you care for. Have the list and/or develop how they would keep a record of their income. Discuss as a total group. Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know what is involved in a bookkeeping system, then you will be able to develop one so that you can keep a record of your income and expenses. Presentation -Show various forms to use to record income using overheads -Explain the various ways to record income -Demonstrate how to keep a record of your income -List the procedures for reporting income quarterly to the IRS -List how to calculate and report Social Security payments -Demonstrate how to calculate and report Social Security payments. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Licensed Home Operator Procedures	DUTY No. H
	TASK No. 5

TASK:

Implement bookkeeping system using one previously developed to maintain records of all income as a licensed home operator.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Recorded payments for children -	____	____
2. Recorded all expenses for operation -	____	____
3. Calculated income quarterly for Internal Revenue Service using appropriate form -	____	____
4. Calculated Social Security payments on quarterly income -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor and the Internal Revenue Service.

TOOLS AND EQUIPMENT:	RESOURCES:
Paper and pencils	

DUTY/TASK NUMBER H5

Student Learning Activities	Teacher Activities
Exercise Have the students use the bookkeeping system they developed for themselves for two weeks. Give the students a list of children and the payments made for each child for one week. Have the students write receipts and record the income in the bookkeeping system they developed. Give the students a sample packet of income and expenses for operating a licensed home for one month for four children. Have the students complete the bookwork for this licensed home and calculate the Social Security payment.	Review Ask the following questions: -What if you had no record of your income and expenses? Would that be so bad? Why or why not? -What would you do if a parent said they paid you for a week of child care and you had no record of the payment? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know how to use a bookkeeping system, then you will have a record of your income so that you can report it to the IRS. Presentation List the steps (i.e. achievement indicators) to follow in using a bookkeeping system. Demonstrate how to use a bookkeeping system. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Licensed Home Operator Procedures	DUTY No. H
	TASK No. 6

TASK: Identify types of insurances using a variety of resources to operate a licensed home.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described liability insurance -	____	____
2. Described type of medical insurance under home owner's insurance -	____	____
3. Listed source for liability and medical insurance -	____	____
4. Listed cost of liability and medical insurance from two different sources -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor, insurance company, and legal resources.

TOOLS AND EQUIPMENT:

RESOURCES:
Insurance agents in your community.

DUTY/TASK NUMBER H6

Student Learning Activities	Teacher Activities
Exercise Have the students contact two different insurance agencies to gather information on liability and medical insurance. Decide which insurance agent would be the best to go to for a policy.	Review Ask the following questions: 1. What is liability insurance? 2. If a child broke his/her leg at your house while you were caring for him/her could the parents sue you for neglect? Review what the students have learned previous to beginning this new task. Overview Tell what is to be taught and why it is important. If you know the types of insurance you need as a licensed home operator then you will be able to acquire them so that you are legally covered if any accidents should occur. Presentation Have an insurance agent in to speak on liability insurance and medical insurances under a home owner's policy. Have the agent describe each and the cost of each. Exercise Have students practice the skill they have learned. See student learning activities. Summary Summarize what has been learned: - how it fits into the total job description - how it fits with other job tasks or skills - how it can be transferred to other skills or products

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 1

TASK:

Investigate employment information using sources of employment information to identify employment opportunities.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Developed a list of the prime sources of information concerning opportunities for employment -	____	____
2. Described special procedures, if any, required to utilize services, information, etc. -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 2

TASK:

Identify job requirements using health, physical, legal, educational, and other occupational information to determine the requirements of an occupation.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed the significant requirements (health, physical, legal, education, etc.) of the appropriate occupation -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 3

TASK: Acquire wage information using available resources to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Listed the approximate entry wages, general wage range, and significant fringe benefits for the appropriate occupation -	____	____
2. Compared these wages and fringe benefits with other selected occupations -	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 4

TASK: Identify significant non-wage job characteristics using available resources to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment and other significant job factors.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Listed and described the significant non-wage characteristics (e.g., shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment, etc.) -	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 5

TASK: Explore employment opportunities using available resources to describe local, regional, and national employment opportunities for an occupation.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Described the local, regional, and national employment opportunities for the appropiate occupation -	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 6

TASK:
Analyze career ladder using available resources to describe job progression in an occupation.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described the career ladder associated with the appropriate occupational area -	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 7

TASK:

Identify personal criteria with information about available alternatives using a decision-making situation and procedures and skills in decision-making to choose a job, further training or other alternatives.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Compared personal criteria with information about a job, further training or other alternatives -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY:	DUTY No. I
Using Employability Skills	TASK No. 8

TASK:

Prepare a resume using personal information to apply for a job according to a situation where a job application is necessary.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Prepared a resume -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 9

TASK:
Write a letter of application using personal notes to apply/inquire about a job.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Wrote a letter of application/inquiry -	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 10

TASK:

Complete a job application using personal notes to apply for a job.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Completed a job application -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	**DUTY No.** I
	TASK No. 11

TASK:
Demonstrate appropriate dress using a knowledge of job requirements to comply with standards of on-the-job dress and grooming.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Described and/or dressed in the attire of the appropriate occupational area, including:		
a. Grooming -	____	____
b. Required health and safety equipment -	____	____
c. Uniforms -	____	____
d. Other _____	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	**DUTY No.** I
	TASK No. 12

TASK:
Complete a job interview using communication and interpersonal skills to become employed.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Described and/or demonstrated appropriate characteristics for job applicants including:		
a. Attire -	____	____
b. Grooming -	____	____
c. Conduct during the interview -	____	____
2. Described and/or demonstrated the interview process -	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 13

TASK:

Describe personal criteria using references to identify acceptable job offers.

ACHIEVEMENT INDICATORS: The learner:

	Yes	No
1. Listed personal criteria (financial, social, etc.) which described a job offer -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 14

TASK:

Demonstrate interpersonal skills to achieve successful relationships with others.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Identified probable causes for conflicts and at least one possible action to relieve the conflict -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 15

TASK:

Identify source of continuing education for an occupation using available resources to identify career ladder alternatives.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Described the types and sources of related continuing education for the appropriate occupation and/or advancement within the career ladder associated with the occupation -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. I
	TASK No. 16

TASK:

Describe job termination procedures using a knowledge of the occupational area to leave a particular job.

ACHIEVEMENT INDICATORS: The learner:	Yes	No
1. Described procedures and practices for terminating a job -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

TOOLS/EQUIPMENT LIST
BY DUTY

B. USING GROWTH AND DEVELOPMENT ACTIVITIES

Infant Toys
DuKane Filmstrip Projector
Materials from - Creative Activities,
Motor Co-ordination, Language,
Cognitive
Index Cards
Tools and Equipment Used In - Science
Language, and Self-Help

C. USING DISCIPLINE AND GUIDANCE

The Ungame
The Social Security Game
DuKane Filmstrip Projector
Filmloop projector
Rocking Chair (adult size)

D. ORGANIZING ACTIVITIES AND PROGRAMS

Child Care Equipment used for
Creative Activities, Motor
Co-ordination Activities, and
Self-Help Activities
Index Cards
Stapler
Scissors
Felt Pens
Variety of Kinds of Paper
Tape
Cassette Tapes
Tape Recorder
Pencils
Filmloop Projector
Dress up clothes
Housekeeping Set
Play Furniture - Stove, Sink,
Refrigerator with Props
Doll House and Furniture
Hardwood Tea Table and Chairs
Doll Bed and Doll Buggy
Doll Family
Rocking Chair (Child Size)
Train Set (Wooden)
Farm and Zoo Animals
Family Members
Family Members (minority group)
Mirror

D. ORGANIZING ACTIVITIES AND PROGRAMS (con't)

Telephone
Community Worker Puppets
Transportation Toys
Cash Register
Ironing Board and Iron
Traffic Signs
Toy Cars
Use the Tools and Equipment
You Prepared With
Record Player
Story Books
Flannelboards
Flannelboard Stories and/or
Felt
Puppets
Sequence Cards
Bookshelf
Easel
Drying Rack
Shelves for Storage of Supplies
Variety of Art Supplies
Wood Working Tools - Saw, Hammer,
Nails, Sand Paper
Hollow Blocks
Blocks - Multiple Sizes
Chalkboard
Scales
Measuring Utensils
Child Care Equipment used for -
Imaginative Play, Non-Sexist
Activities, and Musical
Activities
Magnifying Glass
Cookware
Sand/Water Play Table
Science Activity Equipment
Workbench with Vice
Balls
Balance Beam
Hoops
Climber or Jungle Gym
Rock Boat
Wagons
Tricycles
Giant Ride'em Truck
Ladder
Beads to String
Wooden Puzzles
Slide
Sandbox
Wheelbarrow
Shovels
Pails
Scoops
Sifters

D. ORGANIZING ACTIVITIES AND PROGRAMS (con't)

Wooden Dominos
Lotto Games
DuKane Filmstrip Projector
Sewing Cards
Dressing Vests
Dressy Bessy
Magnets
Thermometer (Large)
Pets

E. USING HEALTH AND SAFETY PROCEDURES

Filmstrip Projector
All Purpose Bed
Materials Provided by American Red Cross
Thermometers
Alarm for a Fire and Tornado Drill
Sponges
Paper Towels
Window Cleaner
Disinfectant
Cleanser for Sink
Broom and Dust Pan
Mop and Pail
Vacuum Cleaner
Sink
Dust Cloth
Potty Chair

F. PROVIDING FOOD SERVICE ACTIVITIES

Plates
Cups
Napkins
Pitchers
Bowls
Silverware
Sponges
Serving Bowls

G. PERFORMING CLERICAL ACTIVITIES

Telephone
Telephone Message Pads

H. USING LICENSED HOME OPERATOR PROCEDURES

Paper
Pencils

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-Listening, Speaking, Writing, Reading
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-Toilet Training
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-The First Three Months
-The Infant's Communications
-Communicating With The Toddler and Preschooler
-Common Problems
-Discipline - What Is It?

Food and Nutrition
-The Foundation Of Health
-Good Nutrition Before Birth
-The Balanced Diet
-Nutrition: Good and Bad
-Judging For Yourself

Health and Safety
-How Careful Is safe?
-The Explorer
-Out In The Big World
-When A Child is Ill
-When Minutes Count

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STUDENT ACHIEVEMENT RECORD

C H I L D C A R E

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

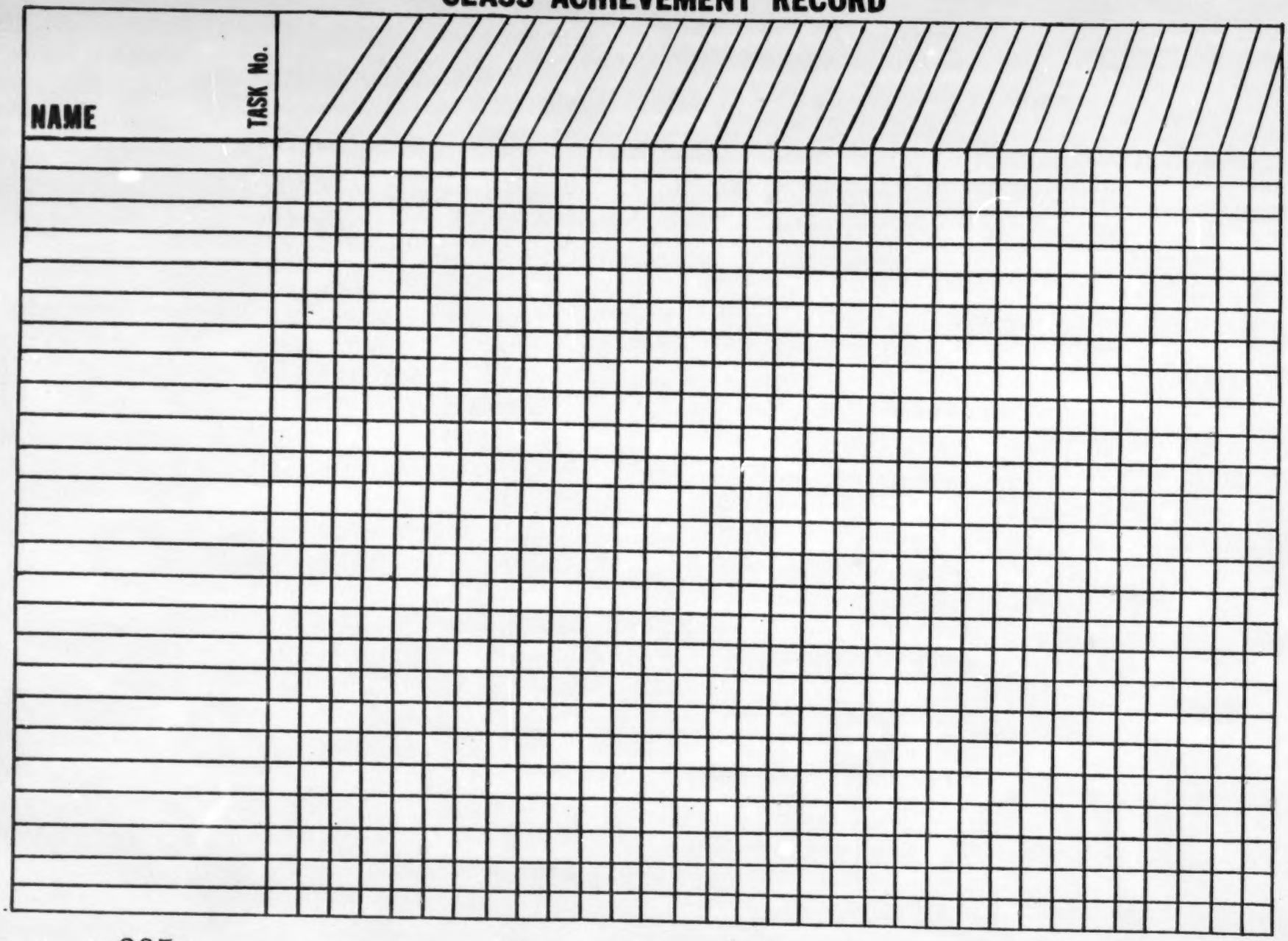
LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
A. USING RESOURCES AND REQUIREMENTS		
1. Identify child care careers.		
2. Identify child care rules and regulations.		
3. Identify resources for child development.		
4. Identify requirements for a foster parent.		
5. Identify characteristics of exceptional people.		
B. USING GROWTH AND DEVELOPMENT ACTIVITIES		
1. Identify factors on prenatal development.		
2. Identify the needs of an infant.		
3. Plan activities for infants.		
4. Present activities to infants.		
5. Organize facilities for infants.		
6. Identify the needs of a toddler.		
7. Plan activities for toddlers.		
8. Present activities to toddlers.		

TASK	LEVEL	DATE
B. USING GROWTH AND DEVELOPMENT ACTIVITIES (con't)		
9. Organize the facility for toddlers.		
10. Identify the needs of a preschooler.		
11. Plan activities for preschoolers.		
12. Present activities to preschoolers.		
13. Organize the facilities for preschoolers.		
14. Identify the needs of school age children.		
15. Plan activities for school age children.		
16. Present activities to school age children.		
17. Organize the facility for school age children.		
C. USING DISCIPLINE AND GUIDANCE		
1. Demonstrate appropriate communication.		
2. Identify inappropriate behavior of children.		
3. Direct behavior of children.		
4. Implement limits of approp. and inapprop. behavior.		
5. Demonstrat TLC with children.		
D. ORGANIZING ACTIVITIES AND PROGRAMS		
1. Plan activities to organize materials.		
2. Prepare materials to implement a developed plan.		
3. Present activities to teach a variety of skills.		
4. Plan a full day's schedule.		
5. Plan a bulletin board.		
6. Prepare a bulletin board display.		
7. Display a bulletin board.		
8. Plan language activities.		
9. Prepare language activities.		
10. Present language activities.		
11. Plan imaginative play activities.		
12. Prepare imaginative play activities.		
13. Present imaginative play activities.		
14. Plan pre-reading activities.		
15. Prepare re-reading activities.		

TASK	LEVEL	DATE
D. ORGANIZING ACTIVITIES AND PROGRAMS (con't)		
16. Present pre-reading activities.		
17. Plan creative activities.		
18. Prepare creative activities.		
19. Present creative activities.		
20. Plan problem solving activities.		
21. Prepare problem solving activities.		
22. Present problem solving activities.		
23. Plan positive self-image activities.		
24. Prepare positive self-image activities.		
25. Present positive self-image activities.		
26. Plan sensory activities.		
27. Prepare sensory activities.		
28. Present sensory activities.		
29. Plan motor coordination activities.		
30. Prepare motor coordination activities.		
31. Present motor coordination activities.		
32. Plan cognitive activities.		
33. Prepare cognitive activities.		
34. Present cognitive activities.		
35. Plan self-help activities.		
36. Prepare self-help activities.		
37. Present self-help activities.		
38. Plan musical activities.		
39. Prepare musical activities.		
40. Present musical activities.		
41. Plan science activities.		
42. Prepare science activities.		
43. Present science activities.		
44. Plan non-sexist activities.		
45. Prepare non-sexist activities.		
46. Present non-sexist activities.		
47. Plan a field trip.		

TASK	LEVEL	DATE
D. ORGANIZING ACTIVITIES AND PROGRAMS		
48. Arrange a field trip.		
49. Implement a field trip.		
E. USING HEALTH AND SAFETY PROCEDURES.		
1. Identify safety hazards.		
2. Correct safety hazards.		
3. Identify causes and effects of child abuse.		
4. Identify procedures to report child abuse.		
5. Identify symptoms of common illnesses.		
6. Utilize procedures to care for children with common illness.		
7. Identify basic first aid procedures.		
8. Conduct emergency drills.		
9. Clean facilities.		
10. Identify procedures in toilet training a child.		
F. PROVIDING FOOD SERVICE ACTIVITIES		
1. Plan foods to enhance a child's well-being.		
2. Implement eating time.		
G. PERFORMING CLERICAL ACTIVITIES		
1. Demonstrate proper telephone etiquette.		
2. Take messages.		
H. USING LICENSED HOME OPERATOR PROCEDURES		
1. Identify requirements for licensed home operator.		
2. Complete forms to be a licensed home operator.		
3. Gather information concerning children.		
4. Identify bookkeeping system.		
5. Implement bookkeeping system.		
6. Identify types of insurances.		

TASK	LEVEL	DATE
I. USING EMPLOYABILITY SKILLS		
1. Investigate employment information.		
2. Identify job requirements.		
3. Acquire wage information.		
4. Identify significant non-wage job characteristics.		
5. Explore employment opportunities.		
6. Analyze career ladder.		
7. Identify personal criteria to choose a job.		
8. Prepare a resume.		
9. Write a letter of application.		
10. Complete a job application.		
11. Demonstrate appropriate dress.		
12. Complete a job interview.		
13. Identify personal versus job criteria.		
14. Demonstrate interpersonal skills.		
15. Identify source of continuing education.		
16. Describe job termination procedures.		

CLASS ACHIEVEMENT RECORD